

Libraries

(A Continuation of Public Libraries)

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The Children's Library in a Changing World¹

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A stranger entered a children's room in a modern public library and looked about him. Everywhere boys and girls were occupied with books; some were searching the shelves; others were quietly reading; in one corner little children gathered about a low table, were following John Gilpin on his famous ride through the pages of a Caldecott picture book. The library room was inviting, and there was a low sound of voices and movement that suggested comfort and enjoyment. The visitor's first impression was that of surprise at finding so many children absorbed in books. He walked from table to table to see what they were reading, but finding himself unnoticed by the children he approached the children's librarian. The conversation which followed was the usual one. It began with a reference to the low chairs and tables provided for the youngest children, took many turns, and ended with: "Very interesting, but of course you have the *reading* child."

To this children's librarian the group was a typical one, and the children everyday readers. To the library world, the reading child is not a special type but, on the contrary, quite the usual one.

This little grubber after knowledge and lover of tales has been in the back-

ground of library scenes for years, attracting the attention of passers-by, inspiring poets and both inspiring and baffling children's librarians. For the most part he is an imaginative child with many interests, and an independent point of view. Within the library he makes his own final choice as to what he shall read and what refuse. He respects the judgment of the children's librarian and often seeks her opinions, provided she is not there under false pretenses and does not belong to that class of ignored Olympians whom Kenneth Grahame knew in his childhood and whom we have met in his Golden Age:

For them (The Olympians) the orchard (a place elf-haunted, wonderful!) simply produced so many apples and cherries; or it didn't, when the failures of Nature were not infrequently ascribed to us. . . . The mysterious sources—sources as of old Nile—that fed the duck-pond had no magic for them. . . . They cared not about exploring for robbers' caves, nor digging for hidden treasure. . . .

"To be sure, there was an exception in the curate, who would receive unblenching the information that the meadow beyond the orchard was a prairie studded with herds of buffalo, which it was our delight, moccasined and tomahawked, to ride down with those whoops that announce the scenting of blood. He neither laughed nor sneered, as the Olympians would have done." . . .

Again, this little habitant of public libraries reads books in the spirit of

¹ Read at A. L. A. Conference, June 2, 1928.

the illuminati, for their contents, and not for the style in which the story is told; he can wring the heart out of a book without reading every word and understands the art of skipping dull parts. After he has once consciously read an entire book from cover to cover unaided, there is but one reasonable question with reference to every other book: What is it about? And woe to the children's librarian who cannot tell him in his own language.

Long ago this reading child was recognized as a law-abiding member of the community entitled to library service; separate rooms in libraries were prepared for him; librarians were specially trained to serve him and he has become generally known as the library's child.

And now comes Modern Education to question children's librarians on this child's up-bringing. They tell her he loves good books, but that does not satisfy her. She not only asks if he *reads* at all, but she wants to know *where* he reads, how *much* or how *little* he reads, and in *what manner*? She asks *why* he reads, and if not *why not*? How *long* he reads and to *what end*? Did one ever hear of so many possibilities with reference to a small child with his face in a book? Children's librarians are quite agitated by the importance of the matter, but in their haste to answer, they fear that, like Alice, they may upset the jury box and put the lizard in head downward.

What has been the library's influence with reference to children's reading, and what needs to be accomplished?

For years previous to the opening of special children's rooms within libraries the recreational reading of children was entirely the parents' responsibility, the public library supplemented, in a limited way, the school's teaching of specific subjects. That the children used the general reading rooms and were a problem, is inferred from the references in early library reports to the number of juvenile books missing at inventory time. No doubt, the temptation to carry away an en-

trancing book at closing time was too strong to be resisted and where regular library privileges had not been granted this was accomplished in spite of closed shelves, window gratings and red tape.

It was the children themselves who started the modern library development with reference to their special interests and needs. They crept into adult libraries and curled up in corners, reading, until they could no longer be overlooked. The public library had not counted on them and was therefore not prepared to take care of them. Its first problem was to find space, and alcoves and impromptu rooms were provided. A little later, teachers who understood child psychology were employed to look after them but it was soon found to be equally necessary for the children's special librarian to know and understand their books. This led to the training of children's librarians and in turn, the emphasis upon training forced the development of library standards in organization and equipment with reference to children's needs, and more critical evaluation of children's books.

Thus the modern children's library unfolded from within the library's organization to meet an actual need, developed a body of theory, and remains today an integral part of the whole.

A study of the progress of children's libraries and children's reading during the past ten years indicates that more children are reading and that books of finer quality are becoming increasingly popular.

Attendance in libraries is increasing because local librarians are more and more making surveys and intensive studies in their districts and are systematically and intelligently reaching a larger proportion of the children by means of effective advertising methods.

The place of the children's library in all child welfare work is rapidly becoming recognized and it is being added in every type of institution for children, hospitals, psychopathic clinics, deten-

tion homes, in addition to those earlier established in schools, settlements and playgrounds. Associations, such as the Boy Scouts of America, the National Congress of Parents and Teachers, the National Child Welfare Association, the United States Bureau of Education, have established coöperative committees or in other ways are calling on children's librarians for both active and advisory service. More books are being used in classrooms to assist the modern school curriculum and many more children's libraries are being required in elementary and junior high schools and in schools of education.

The extension of library service to children in the wider geographical field, has been carried along with the extension of general library service which is far from complete. The recent report of the A. L. A. Committee on Extension states that 44% of the total population of the United States and Canada is without access to public libraries¹ and that "universal library service has only been achieved in the Hawaiian Islands, the Panama Canal Zone, Massachusetts and Rhode Island. The goal has almost been reached in England and Czecho-Slovakia."²

The application of the above statistics to children's reading is slightly modified by the fact that children are apt to have some access to books in their schools, but we may safely conclude that universal library service to children is nowhere near accomplishment and that while more children are reading, there are many more who need to read.

According to the statistics of book dealers and publishers, American sales of children's books have greatly increased, and the gains in production during the year 1927, as compared with 1926, tabulated from reports from one hundred and eighty-five publishers was 26%.³ The *Publisher's Circular* from Great Britain states that the

largest increase in production there during 1927 has been in juvenile literature.

With regard to the quality of the books children are reading, many differences in opinion are advanced but the reports from well administered libraries and from publishers on sales, are quite definite and on the whole encouraging.

Books of accepted standards are becoming the financial successes and some of the most distinctive books which have had phenomenal sales during the last few years, have been juvenile. For example, Milne's *When we were very young*, *Now we are six*, and *Winnie-the-Pooh*; Van Loon's *Story of mankind*; Hugh Lofting's *Dr Doolittle*. In sales these books have kept pace with many of the popular novels.

Our leading writers are producing more often for children because of their increased interest in child life; because books for children are receiving more intelligent recognition from critics; but chiefly, because writing for children is becoming financially possible for them.

Our best artists are similarly influenced. A French publisher,¹ in speaking of American books, says: "It is evident to the casual observer that the artistic level of these children's books—not to mention their number—is much higher than that of all other countries. The illustrators have surpassed themselves in America. They count their success and their original conceptions by dozens—... The child is one of the great patrons of the American book and one of its greatest inspirations."

Children's librarians are being called to positions in publishing houses and book shops and the judgment and opinions of those working within libraries are being sought by those interested in book production because good books sell best in the end.

While authoritative, scientific studies prove as a fact that many very poor books are being read by American

¹ American Library Association. *Library Extension*. A. L. A., 1926, p. 11.

² *Ibid.*, p. 14.

³ *Publishers' Weekly*. April, 1928.

¹ Champion, Edouard. *Publishers' Weekly*. Sept. 17, 1927.

children and that much remains to be accomplished toward improving children's reading taste, these same studies also show that a well conducted library exerts an appreciable influence and that there are measurable differences between the reading of children in -A- where there is a library of accepted professional standing with trained children's librarians and the reading in -B- where there is none.

The comments of publishers and bookdealers previously mentioned with reference to the public purse are also a substantial encouragement altho in connection with the latter we must keep in mind that libraries are large purchasers. To quote one bookman:¹ "We realize that the life of the non-fiction book and books for children depends to a large extent upon sales to libraries. In maintaining its high standard of books for boys and girls the A. L. A. has gradually brought about a marked change for the better in the selection of stories for children in many publishing houses." In connection with this point the Book Production committee of the Children's Librarian section deserves special mention for its work with publishers toward keeping standard and classic books for children in print.

In the field of creative writing and editing, children's librarians are contributing more than ever before to literature for children and Anne Carroll Moore's *Three Owls* page in the *New York Herald Tribune* has placed children's books as worthy of consideration in the field of literary criticism.

Looking toward the future, the few investigations which have so far been made which relate to any extent to the children's library situation reveal the need for advancement along three lines: extension in the geographical field; emphasis on higher standards in book selection; training of children's librarians.

The report of the A. L. A. committee on extension, to which reference has previously been made, emphasizes

the need for extension of library privileges to nearly half the population of the United States and Canada and improvement in service at all established points, the ideal being universal library service everywhere. This includes work with children which, in many new districts, proves an opening wedge.

In connection with racial groups is it not important that we should consider the extension of the children's library idea as a means toward forwarding mutual understanding and peace among nations? The American children's library has already played a part in France and Belgium, and its standards and ideals have penetrated into Norway, Sweden, Denmark, Mexico and other countries. During the summer of 1923, the writer visited the five libraries which had been established by the American Committee in devastated France. While these are popular libraries intended for all the people, as happens in public libraries in our own country, many of the earliest patrons were children. The manner in which the French children so quickly adapted themselves to a new library situation was very enlightening to a children's librarian long familiar with American conditions. The only noticeable difference between the attitudes of the French children and our own in a similar situation was due to an inherent racial instinct which is provided for in the organization of the modern children's library—the French children being more individualistic, were inclined to sit alone, and to read alone, but their expressed interests and their postures were identical to those of our children, which indicates that our American methods are adjusted to child life and not merely to one national group.

With regard to improvements in standards in book selection, the studies which have been made of the status of reading in American adult life, indicate the need to stimulate reading for personal advancement, for civic enlightenment and for wholesome use of leisure time. Adults are reading

¹ Jenkins, Herbert F. *Publishers' Weekly*. June 9, 1927.

chiefly for recreational purposes and it has been strongly hinted that some of this tendency may be due to wrong emphasis in children's libraries. Since the restriction of immigration, the adult education problem in America can more frequently be referred back to pre-adult training and rightfully so.

Because the manner in which children use a public library does not lend itself easily to laboratory methods, the scientific experiments which have so far been made have been carried on with classroom or school library groups. With regard to these Dr Gray¹ reports as follows:

Almost one hundred investigations have been made in this country of the reading interests of children of elementary and secondary school age. They are concerned with a wide variety of topics, such as the amount of independent reading among children, children's preferences, the qualities or elements that determine interest, and factors that influence children's preferences.

The results of practically all studies that have been made show that the percentage of children who read books of their own accord increases rapidly in the primary and middle grades and approximates 100% in the junior high school.

Two tendencies are observed among senior high school pupils. In some schools wide reading continues among practically all pupils. In other schools, the percentage of pupils who read decreases and the average amount read by those who do read is noticeably less. This decrease in the amount read is attributed to distractions and the increasing demands made on the time of young people, and to the greater prominence of other interests.

From the children's librarian's point of view the studies which have been made should go farther and include a closer analysis of the quality of books to which the children have access and the amount and quality of reading guidance afforded them both within and without the classroom. This is also in the minds of Dr Gray and those investigators who have given the subject most thought. Appreciation of the children's librarian's influence is growing among the clear-minded schoolmen who are conducting the most careful experiments but they do

not yet give her credit for understanding child psychology or modern educational methods. As a result they have sought her advice on two points only: subject content of books and their literary quality, and have disregarded her observations on the whys and wherefores of reading.

The above is not intended as adverse criticism of either investigator or children's librarian. The point I wish to make is that until some laboratory experiments are brought to bear on the influence of the public library children's room on children's reading interests and habits there can be no secure judgment on the matter; no one can positively affirm or deny anything. Schoolmen and librarians, alike, are agreed that more children should read, that most children should read more, that standards in reading should be raised and good reading habits brought about. Can we not get together and from mutual experience prove a body of fact from which both may work toward these objectives?

Some criticism of present methods in library work with children is inferred in library reports, and in comments by librarians concerning the seeming lack of reading interest among high school boys and girls and younger adults.

Perhaps the public library needs constructively to strengthen its foundation work; perhaps it has trusted too far to environment and depended too little upon activities. To quote Dr Thorndike: "A good home does not always make good children in the sense of doing so always and in proportion to its goodness... The product of the environment is always a result of two variables, it and the man's nature." Perhaps the public library expects too much in the way of permanent results from its children's department, in proportion to the time and money expended upon it. These are wholesome, thought-provoking questions. In facing them children's librarians should be open-minded but not too humble because the chief responsibil-

¹ Quoted and adapted from Gray, W. S. Report on Reading Habits to A. L. A. Committee on Reading Habits, May, 1928. (Manuscript.)

ity goes back to the administration behind them.

This brings us to our third point: the training of children's librarians. Obviously, a larger number of intelligent, resourceful, well-trained children's librarians is needed both for actual library service among children and for scholarly investigation within the more confined educational field.

The president of the American Library Association said to me when discussing the subject of this paper: "Why is it that I know fewer children's librarians now than ten years ago?" My answer was that numbers had not been greatly increased, also that more children's librarians were working in positions under different titles, and that many have been attracted to other lines of work.

It has been found that the training given children's librarians in social and administrative phases of work with children is valuable in adult lines of public library work, and as has been indicated earlier in this paper, they have also been drawn into the commercial world.

Mr Telford's paper on *Salvaging the Specialist* given at the Toronto meeting last year stated the situation with reference to specialists. He gives three reasons why they frequently change positions, as follows:

1) Attitude of mind; applied to children's librarians, there is very little professional prestige in their position which fact has its influence after they have gained an appreciable amount of experience or have reached a certain age.

2) Lack of opportunity to develop his specialty. Mr Telford says: "The very traits that make a person desire to be a specialist cause him to set great store by the opportunity to work in and extend that particular field of knowledge."

3) Lack of financial recognition. To quote Mr Telford: "As long as the professional honors and the financial rewards go almost entirely to those holding administrative posts, it cannot reason-

ably be hoped that library specialists will refrain, when they find themselves out in the cold professionally or financially, from trying something else."

Experience tells us that not all children's librarians are intelligent, well trained and worthy of recognition but if not, where lies the fault? In other vocations inefficient help is referred back to the person who engaged it. The standard of service given by children's librarians will always average up to what administrators demand, respect and encourage thru opportunities for professional development and thru adequate salaries.

The discussions during this conference have emphasized Extension Work, Adult Education and Training, to each of which, work with children is directly related.

Extension of work in any district must consider the child, if he is an integral part of the community and he appears to be accepted as such.

The Adult Education problem, with the American born at least, is very definitely changed in character by pre-adult work in libraries, because good work with children inspires them to continue to seek help when adults and also influences the nature of their requests.

Library training is more important to progress because all the gains and lack of gains here mentioned as well as many others can be traced back to the personal work of the children's librarian and the point of view of her administrative officer, where she has one. Many more excellent children's librarians are needed and the call is for recruiting among college women, graded training with emphasis on advanced work, and fellowships for research. This need is being recognized by libraries and by the Board of Education for librarianship, but not by library schools generally. Perhaps the primary need is for more administrators who shall recognize the importance and value of children's work with reference to adults as well as to children. Until this is brought about

the library schools generally will not encourage students to specialize in work with children. It is these schools, however, which can best hasten the coming of this type of administrator, by emphasizing work with children in his training.

It is now 30 years since children's librarians began meeting as an organized group at A. L. A. annual conferences. Previous to that time the few librarians who were especially interested in children and their reading, gathered in rocking chairs on verandas for the discussion of fines and similar perplexing problems or to listen while Miss Hewins read from the Franconian stories and from other favorite books. If we have been following rocking chair methods somewhat in our approach to the complicated problems of the larger organization of which we are members, if we have jogged along the path of progress when we might have traveled at a livelier gait, has it not been our chief duty as children's librarians to show

each succeeding group of children familiar paths rather than to go all the way with each? The highway has been very pleasant, there have been many bypaths to explore and the children we serve are constantly saying, Why hurry?

But whatever our mode of travel, the nature of the journey demands that we shall be forward looking, because the children's library of today must anticipate the adult's library of tomorrow.

While we turn to the past for inspiration and for foundation principles the future demands that we shall continually revise and adjust our ideas and opinions; that we shall be alert to recognize and appreciate new patterns in children's books; that we shall welcome scientific analysis of commonly accepted children's library methods.

The 30 years behind us have been thoughtful and observant ones, truth prevails and the children's library stands firm. But it is a changing children's library in an ever changing world.

Radio Aid for Library Educators

Dr. A. E. Bostwick, librarian, Public library, St. Louis, Mo

The radio as an instrument of adult education is nothing new, of course; neither is the radio as an aid to library publicity. That it may be and has been used to further the library's educational program, and that without mentioning books other than indirectly, may be new, at least to some persons. At any rate I have never heard the theory of it formulated and set forth as I now purpose doing.

The library works with and thru books. Whatever it does is connected with their use, however remotely, and it should neglect no activity that serves, or that may possibly serve to interest the public in them and thus make readers.

Many libraries maintain lecture courses. Why? Not at all for the same reason, I should say, that impels other purveyors of lectures. The latter use

the lecture as a direct means of instruction without ulterior object. But in the case of the library the lecture is to interest the auditor in the subject in such a way that he will desire to know more about it and will come to the library for books, with the object of satisfying that desire. A library lecturer frequently mentions the authors and titles of books, or distributes lists of them; and not infrequently he shows, or even passes around, the actual volumes to which he wishes to call attention. The interest aroused in this way and its practical results in reading, are what the library is after. Now if there were a way of shortening up the lecture to ten minutes, with the same amount of aroused interest at the end, and at the same time of multiplying the audience by a very large factor—ten or a hundred, or a thousand, it

would evidently be economical to adopt it.

Until recently such a statement would have been as foolish as to ask whether it would not be profitable to mine for iron ore in the moon. No one would go to a ten minute lecture, and no lecturer could reach more than the few hundred persons who could get within sound of his voice.

Now however, in broadcasting circles, ten minute talks are quite the thing, and the number of potential listeners runs into the hundred thousands, if not into the millions. A speaker can not make a well-rounded, successful exposition of a subject in ten minutes, and no one would choose the radio as a vehicle for an ordinary lecture course; but ten minutes is surely enough to interest an auditor in the subject—to excite his curiosity and arouse a desire to find out more about it. If he is told where he can do so, he will be apt to go there.

This then is the potential service of the radio to the library's adult education program—the broadcasting of short, provocative talks—not about the library, not directly about books, or about the advantages of education; but about any interesting subject, giving just enough of it and handling it in such a way that the hearer will want to know more—will desire to have difficult points explained and supplementary information given; will want to clear up a thousand suggested things in its history or technique or theory.

This is not an ordinary lecture; it is not an ordinary short talk. It is something new—so new that we can not expect to see it done at its possible best until after it has been long experi-

mented with and practiced. It is both harder and easier—harder, because it is always hard to pack much into little space and to state it in such a way as to inspire the kind of curiosity that must and will be satisfied; easier, because completeness is not only unnecessary but undesirable. Leaving out an explanation or a point only inspires curiosity the more, and that is the object.

In short, this kind of radio-talk has points in common with the story told to children. The chief difference is in the kind of subject in which interest is to be aroused; with children it has been commonly folk-lore, history or literature; in what I have been describing it may be any of these but would be more likely to be travel or science, or economics, or politics, or invention, or art. Furthermore the talk is directly about a subject; not a discussion of the literature of that subject. The broadcaster, for example, does not entitle his talk "Books about the telephone" or "The literature of telephony"; rather "The Telephone" or some more attractive title such as "Talking at long range." He brings in the books incidentally, or possibly he mentions no titles at all, but simply refers those who are interested, to the public library. If he has really succeeded in interesting them, they will find their way there fast enough. We have been broadcasting in the St. Louis public library now for about three years. Our efforts are of four general types, of which that just described is one. The others are general library publicity, book reviews, and stories told to children. We broadcast every day except Thursday and Sunday, and these subjects alternate.

Letters—Information and Discussion

Not in Bad Condition

Editor, LIBRARIES:

Brooklyn is not in quite the bad condition that one would infer from reading an article in LIBRARIES for October. You state that work on a wing of the building "has long since obtained the appearance of a ruin." It is true that work stopped 10 years ago, but was resumed last Spring when \$750,000 was appropriated for the continuation of work on a wing. The result today is that 4 walls and a permanent roof of this wing have been completed, and everyone is very much pleased with the appearance.

A request for \$1,125,000 is now before the Board of Estimate and if this money is granted, it is the intention of the Borough president to complete the foundation of the whole building. The next step will be an appropriation for the super-structure which, if all is well, may be completed in the course of the next six or eight years.

Very truly yours,

FRANK P. HILL
Chief librarian

Brooklyn, N. Y.

Library Interest

Augusta Markowitz, librarian of the large Woodstock branch of the New York public library, was abroad for several months last summer and spent a good part of the time in Budapest making a study of book and library conditions in Hungary. She found both the public library and national library progressive and much interested in library affairs in America. They appreciate the help of library material from America and appreciate greatly receiving current library publications. Those desiring to forward material may address as follows: Mr Erno Enyvari, librarian, Fovarosi Konyvtar, Budapest, Hungary; Dr Emerich von Lukinich, librarian, National Library, Muzeum Korut, Budapest, Hungary.

Weekly List of U. S. Government Publications

A number of libraries have already expressed their appreciation of the helpfulness afforded them by the receipt from the United States superintendent of documents of the *Weekly List of Selected United States Government Publications*. Its receipt and use by many other libraries would add greatly to their efficiency in placing up-to-date material before their patrons. The following is of interest:

How to obtain publications

This *Weekly List* will be sent free on request made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

In requesting publications noted in this list always give title, series, and issuing office.

Remittances to the Superintendent of Documents should be made by postal money order, express order, coupons, or check. Postage stamps, foreign money, defaced or smooth coins will not be accepted. Currency may be sent at sender's risk.

All publications are in paper covers, unless otherwise designated.

For Distribution

A note from Dr Dwight E. Marvin, 55 Fernwood Road, Summit, N. J., states that he has about 100 copies of *The Antiquity of proverbs* that he is willing to send without cost to public libraries desiring it. It is a reference book containing much interesting information.

A bibliography, free to libraries interested, has been prepared by Mildred Semmons of the reference department of the Ohio Wesleyan University at Delaware. It is a list of references on the Protocol for the pacific settlement of international disputes, Geneva, 1924.

In a tax rate of \$26.50 in Manitowoc, Wis., the schools receive \$7.84 and the library 51 cents. More money is required to keep up school houses than for library purposes. Is this proportionate?

NEMO

Monthly—Except August
and September

Libraries

Mary Eileen Ahern, Editor

216 W. Monroe Street
Chicago, Illinois

Subscription - - - - -	\$3 a year	Five copies to one library - - -	\$12 a year
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By the rules of the banks of Chicago, an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or postoffice money-orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at market prices.

Contributions for current numbers of *LIBRARIES* should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

Book Week

MORE than a decade ago, Franklin K. Mathews, chief librarian of the Boy Scouts of America, interested librarians in the idea of setting aside a week in which libraries should stress especially books for boys. The movement met with immediate favor and has had much development in various lines of effort since. Boys' Book week, Children's Book week, Good Book week, Book week, have been the various names under which groups of interested people have called attention to the value of books in character development, and under which at various times whole communities have been subject to an effort to concentrate the attention, not only of young people but of the public generally, on books.

At first, these efforts were limited to a week in autumn, midway between the opening of schools and the holiday season. This is still the plan generally followed, but as the idea of a book week has become more extensive, book weeks are incorporated in the programs of many other kinds of celebrations in women's clubs, fraternities, high schools, civic celebrations, fairs at various seasons.

While the main idea concentrates on a book period for young people, the term generally adopted now, is Book week, especially when the schools are giving unusual attention to books with the idea of placing them in the front of all other interests. Schools of all grades thru the junior high schools, are finding much help and great interest in the Book week projects and so great has the interest grown that there is a sort of emulation in preparing programs, events and presentations illustrating various ideas of books.

The library field has reason to be grateful to Mr Mathews, for inaugurating the idea of book week, but no less so to the efforts of Marion Humble, well known executive secretary of the National association of book publishers, who continues to carry on the idea in the leaflets which she sends out in connection with the year-round *Bookselling News*. Marion Humble was once an active, understanding librarian herself, has had considerable experience of various kinds, in the book world, not only in organized library work but in the matter

of book distribution. That her work has been fostered by the publishers in no wise detracts from its value, nor from her sincere efforts which have been animated primarily by her own belief in the efficacy of books as character builders. From her intensive, continuous efforts, one must conclude that her main object is not "to earn her salary" but to really create an understanding of books, followed by appreciation and love of them.

Many libraries, particularly those distant from book centers, find the leaflets which are sent out by the *Year-round Bookselling News* very helpful in the plans and suggestions which are issued from time to time. This is particularly true as it relates to the special seasons set apart for the consideration of books.

For Book week this year, there are

Grade school projects for book week, a school pamphlet for teachers outlining projects used in successful Book week, another giving objectives in elementary school, and one dealing with High school projects. Recitals of plans and projects successfully carried out in various cities throughout the country give abundant material for making interesting and helpful programs, whether the efforts be confined to the schools, to the libraries, to societies or to the entire community. Ample directions are included for their successful use.

These publications are primarily intended for book-sellers but the activities suggested for the trade with a little ingenuity can be made helpful and useful in public library service. Material will be sent on request.

"Ask Me Another"

A NOTE from one of the brightest of the progressive librarians sends a clipping taken from that number of LIBRARIES which carried the editorial, *What makes a professional journal?* (See p. 305.) The note appended to the editorial reads:

Do you approve this? I suppose I'm dumb but I can't see any sense in another library periodical. I can't get time as it is to read LIBRARIES and *Library Journal*.

So many LIBRARIES friends have presented the same question in various forms that perhaps it would not be out of place to answer the question which is so often propounded rather directly. This seems to be the day of dragging out into the open, questions and answers on which there may be curiosity regarding opinions.

First, the question as to whether one would approve of a movement that was bound more or less to interfere with his own progress answers itself. To ap-

prove a thing, and to be interested in it may be two different propositions.

The point with regard to the time to read another periodical is one which occurs to every library worker who realizes,

Labor with what zeal we will,
Something still remains—unread.

The printing and distribution of periodical literature from the various sources in the United States alone, form no small item. That work consumes time, money, much work and engenders some dissatisfaction, all of which might be remedied, to an extent at least, by the development of a spirit of coöperation with an eye single to the good that can be done, rather than the spirit of competition moved too many times by the desire for a larger place in the sun.

Of course there is a remedy that might be applied in the last statement of the dilemma, that is, by taking one and leaving the other!

Register of Attendance Discontinued

THE WRITER had occasion not long since to refer to one in attendance at the meeting at West Baden, whose name and address unfortunately was lost to memory for a time. As had been done on many another occasion, reference was had to the proceedings, followed by considerable astonishment at the fact that the attendance register is no longer included in the published proceedings. Inquiry in several directions did not bring to light the name and address wished for. This was a disappointment besides a consumption of much valuable time.

Inquiry as to "why" brought the statement that it had been decided that the registration of those attendant on the annual meeting of the American Library Association should no longer be printed in the annual report of proceedings. Personally, the writer finds the lack of a registration of attendants a considerable handicap in following lines in which it is customary to use such a registration as a reference tool.

A letter has been sent to the Executive board asking them to reconsider this matter as having a larger degree of importance to the membership than perhaps had been realized, and to request that a list of attendance at the annual convention of the A.L.A. be restored to a place as a part of the official record. In reply the following letter was received from the secretary of the A.L.A.:

On July 28, 1927, after discussing the matter with several people, I wrote to the Executive Board about the attendance register as follows:

"Someone on the staff questioned the necessity of printing in the Proceedings the Attendance Register of the Conference. This seems always to have been done, but not to be required. Insofar as I have been able to determine, it is almost never used. We should expect, if the Attendance Register is not printed, to keep the official list here for reference. The printer estimates that the saving, if the Attendance Register is not printed, would amount to approximately \$300. We estimate an additional \$100 saving in the preparation of the list for the printer. The register is now on cards. Every card would have to be compared with the official membership list, then the list copied."

The Board voted that, in order to save \$400 in the publication of the annual Proceedings, the attendance register of the conferences be omitted from the proceedings, but that an official record be kept at A.L.A. Headquarters of all conference attendance.

The above letter from the secretary carries a full explanation and authority for the decision to omit the register of attendance but can hardly be said to be ample reason. The inconvenience is of such moment that it seems worth while to follow up an effort to have the attendance register restored, but not, of course, if the record is of consequence only to one or two.

It would seem that a register on cards at A.L.A. Headquarters in Chicago as a reference for immediate use does not spell convenience of use to the member who might live a thousand miles from Headquarters. At the same time if an inconsiderable number of members only, found any use for the register, it might, for the sake of economy, be omitted. Opinions private and public are invited on this subject to determine the need for such a list.

Sending News Items

THE EDITOR'S desk contains the summer's harvest of notes, clippings, and other "news material" which piles up in two months. It is all interesting and for that reason may be quickly

put in shape for use, and its news value gives considerable interest to the one working with such material. Occasionally, not to say frequently, there comes a break in the interest because

of the meticulous care on the part of the one who has prepared a clipping. A clipping say, on study series for children, gives a most interesting account of the work of a group working thru the summer, discussing literature suitable for students entering the high school. The idea is a good one. The work cannot but be helpful. The account is full of interest, but it leaves one wondering who carried it on, since nothing to be found on the clipping, fore or aft, shows locality or institution other than "school" and "library," neither of which is a sufficiently distinctive term to locate the interesting story.

Another phase of this seeming problem is the sending of a whole newspaper, oftentimes unmarked and with no help afforded in finding whatever in the local newspaper is offered for inspection. It makes the editor sometimes wish to advise that if there is not time to clip the printed material submitted that the pencil be used to help in locating special material offered. This brings one back to the original idea and an opportunity to caution again against cutting out every sign that will in any way help locate or recognize the source of the clipping. This is a little thing but it is one of the things that make easier work for all concerned.

American Library's Special Exhibit of Leading 1926 Books

The 40 notable American books of 1926, selected for the League of Nations by the American Library Association, were shown in the exhibition room of the American library in Paris this summer.

This selection was requested by the International Institute of Intellectual Coöperation of the League of Nations, with instructions that "the works chosen should deal with an important subject in an original and interesting man-

ner and be capable of being read by a person of average culture."

The exhibit, included books on history, social science, religion, philosophy and psychology, drama, biography, natural and applied science, and belles lettres.

London Central Library for Students

The report of the Central library for students, London, is an interesting account of the wonderful growth in effective work that has been accomplished in its 12 years of activity. The plan of placing the Central library upon the footing of a national institution received much attention from various important bodies thruout the country. Much enthusiasm for its work was expressed by librarians, educational and musical authorities generally, but the financial authorities did not include the grant asked for in its estimates. The Central library for the first time in its history has ended its financial year with a debit balance, tho a small one. The increase in the work and the demands on the library make it inevitable that the institution must have larger funds. An encouraging item in the year's work is the increase in the voluntary subscriptions from urban and county libraries thruout England. The number of volumes in the library at the end of the year was 37,561. Of these, the largest number was in sociology (the term used in a broad way), followed by history, literature, useful arts.

The total stock of the three central libraries is 51,771 v.: London, 37,561; Scottish, 11,148; Irish, 3,062. Lent to libraries, 36,805 v., to adult classes, 14,194 v., to individual readers direct, 1,712 v.—52,711. Direct issues to individual borrowers show a decrease owing to the enlarging policy of having readers borrow books thru their local library. Much satisfaction and helpfulness has come from what are termed the "outlier" libraries, a system by which the libraries thruout the country lend books to the students' library by which they are in turn lent to other borrowers.

Death's Toll

Mrs Josephine H. Resor, first and only librarian of the Parlin public library, Canton, Ill., died at her home there, September 25. Mrs Resor was one of the best known women of the city thru her many connections with the schools, the library and her club activities. She was born in Canton and spent her whole life in the service of that community.

After her graduation, Mrs Resor became a teacher in the public schools, which work she left when she was married. After a short period of married life, when the Parlin library was established in 1894, Mrs Resor was the unanimous choice for librarian. She was active in civic affairs, one of the founders of the Canton woman's club and of the Daughters of veterans. She early joined the Illinois library association and in its first years was often an officer and always a member of its active committees.

The newspapers, clubs and other organizations of Canton recorded their regret at her passing. A number of memorial meetings were held by various organizations. The leading club women, church members and civic workers expressed the highest regard and appreciation of Mrs Resor as a beloved and valuable member of their various communities. She was the first and only librarian of the Parlin library.

John Parsons, formerly librarian of the Public library of Denver, Colo., died in Berkeley, Calif., September 25. Mr Parsons was born in England and went to Denver in 1885. He joined the staff of the library in 1891. When John Cotton Dana went east, Mr Parsons succeeded him in the library where he remained until the consolidation of the two public libraries. He was assistant-librarian under Mr Dudley for a time but finally resigned and went to California where he lived with his daughter until his death, aged 76 years.

T. Harrison Cummings, for the past three years librarian of the Public library, Fall River, Mass., died October 12. Mr Cummings was connected for a number of years with the Boston

public library, later was librarian of the Public library, Cambridge, for eight years, from whence he went to Fall River. He was a member of a number of prominent societies, and served and was commissioned lieutenant in the National Guard during the World War.

The press and people of Gallipolis, Ohio, express their highest regard for, and deep regret at the death of Mrs Addie Vanden who was librarian of that city for 30 years. She was particularly interested in children's reading and the public whom she served have started a memorial fund in her memory, to buy books for children for the Public library of the city.

The news of the death of J. Randolph Coolidge of Massachusetts, came as a shock to those librarians who had an opportunity to know Mr Coolidge personally as well as to those acquainted with his useful life. Mr Coolidge was a many-sided man endowed by nature with the fine qualities that recognized and utilized the value of opportunity and environment, and his career was one of honor in every undertaking in which he engaged.

But it was his interest in library service that especially endeared him to librarians. An architect of the first quality, his profession early brought him in contact with the principles of library service, and as he came to understand them better, no librarian was keener or more intensely interested in the ideals of the profession than Mr Coolidge. It could be said of him with sincerity that he was filled with true library spirit.

He possessed a charming personality which won for him the sincere admiration and friendship of those with whom he came in contact.

The New England states were fortunate in having him a life-long resident among them, and on every occasion of his public and private life, he lived up to the expectation of those interested in the advancement of the best things for all.

He was long a member of the A. L. A. and of the Massachusetts library club. He served both faithfully, and often in positions of importance. No library problem was too small to receive his best attention and no library problem was so large that his interest and coöperation were not helpful. His work for the A. L. A. during and after the war was especially commendable and high in principle. He attended the semi-centennial A. L. A. meeting at Atlantic City in 1926 and his presence and contributions there were such as to arouse the highest commendation and interest from everyone.

Education Week

The National Education Association has made extensive plans and numerous programs for use during Education Week, November 5-11. All over the country—radio programs, peace meetings, American Legions, the public schools, the normal schools, universities and colleges are all participating.

The days are November 5, Health Day; November 6, Home and School Day; November 7, Know Your School Day; November 8, School Opportunity Day; November 9, Citizens' Day; November 10, Community Day; November 11, Armistice Day.

The United States Civil Service Commission announces examination to fill vacancies in the departmental service in Washington of junior librarian, under library assistant, minor library assistant. The entrance salaries are \$2,000 for junior librarian, \$1,400 for under library assistant, and \$1,260 for minor library assistant. Full information furnished on application to the Civil Service Commission at Washington, D. C., or to the Board of Examiners at the post office or customhouse in any city.

The policy of purchasing an added copy of popular titles for every five waiting requests has been greatly appreciated by patrons of the Public library of Indianapolis, as it lessens the length of time of waiting turns.

Suggestions for Brief Practical Reading Courses for Self-Education

The following letter was sent out by the Oregon state library to the prison inmates of Oregon accompanied by lists of books on various subjects, classified:

These lists are based largely on the information about the needs of the prisoners which the librarian drew from the educational survey made in December, 1927, by the State school superintendent. Books are lent free of charge to all people in Oregon, including those in the state institutions. Deliveries are made to the prison two or three times a week on special requests. Any prisoner may file with the State library a service request for one book a week, or one book a month on any particular subject. Tear off the section which interests you, mark on it the books you want in the order in which you wish them, sign your name, and return the list to the library; it will be filed for this regular service. Two books may be taken at once, but it is better to have one sent each week. If books are too difficult or too simple, or not suited to the needs, notify the librarian and others can be selected. If you wish material on subjects not in this list, it is only necessary to indicate your needs. In addition to books, we can furnish government bulletins, magazines devoted to the subjects, separate magazine articles, and anything that is really essential to intelligent work.

There are many more extensive lists already compiled, such as the printed and mimeographed lists on *business*, *journalism*, *radio*, *astronomy*, *landscape gardening*, *Read about Oregon*, copies of which are attached to this mimeograph. The Oregon state library is your library. Any library is a "school out of school" for anyone who cares to learn something. Make your wants known and they will receive attention. Those who have learned a trade, may thru new books, keep up with progress in that trade or occupation. Those who have no trade may find books and articles which will help them to select occupations;

and, in general, there is a book of fine advice on the use of time to some purpose in Conwell's *How a soldier may succeed after the war*; it was written for soldiers who were held in training camps, but it will help those in prison also. Every student will need a dictionary. The State library has lending copies of modern dictionaries, but advises their purchase for individual use when possible.

What People Do Read

Charles H. Compton, assistant-librarian of the St. Louis public library, says of an investigation he made recently:

I took the records of approximately 100 readers of William James, 100 readers of Carl Sandburg, and 100 readers of Homer, Aeschylus, Sophocles, and Euripides in translation. Who were the people that I found had been reading them? Strange to say they represented much the same class of society. First of all, they were very few, if any, from our so-called intellectuals. Not a lawyer on the list of James or Sandburg or the Greek classics—a few doctors—a few ministers, but the bulk came from what we consider the uncultured and certainly the humble occupations.

Readers of James include a trunk maker, a machinist, stenographers, a saleslady, a laundry worker, a common laborer, a maintenance man in a soap factory, a colored salesman. That these readers in part at least, really appreciated James and read him, not because they were consciously striving to improve themselves, but because he had captured their hearts and minds, is indicated by letters which I received from a number of them in answer to a letter which I had sent to them, inquiring how they happened to become interested in James.

Readers of Sandburg include stenographers, typists, a waitress, a beauty parlor manager, laborers white and black, a department store salesman, a book agent, a musician, a painter, a shoe salesman and an advertising man. It may be noted that a number of the readers said in their letters to me that they had become interested in Sandburg's poetry thru university extension or night courses.

The readers of the Greek classics include printers, clerks, salesmen, a cabinet maker, a draftsman, stenographers, a musician at a vaudeville theatre, a colored insurance agent, a hairdresser, a chauffeur, a drug store clerk, a beauty specialist, a butcher, a telephone operator, and a railroad brakeman's wife.

Belated A. L. A. Notes

A meeting at which there was an attendance of 75 carried on a discussion of work with the foreign-born at the A. L. A. meeting of June 1 at West Baden. In the absence of the chairman, Edna Phillips, Margery Quigley, librarian of the Public library, Montclair, N. J., presided. Several speakers presented papers exceedingly pertinent to the matters under discussion, each followed by questions and discussions. *Tendencies today in some of the European literatures*

Was treated by Ruth Cowgill, Public library, Detroit, Mich.

She dealt with six literatures—Italian, French, Spanish, German, Swedish, and Norwegian. The talk was supplemented by annotated lists of about a dozen books in each language. The titles chosen for these lists are representative of the various tendencies and modes of thought and expression in each literature.

Italian literature has always been definitely influenced by political experiences thru which that country has passed. Fascism already has begun to show its influence. Italy is a young civilization in an old environment—new sap running in an old tree. France sophisticated and wise—perhaps the oldest civilization in Europe, if one counts age in terms of experience rather than years. Spain is the country of the individualist—a nation whose literature expresses the capacity for passion, the mysticism, and the humor, of its people.

In Germany, a great number of writers of creative power are publishing today. The terrific experiences of the war and its aftermath have generated thots and emotions which are being released, to some extent at least, thru its literature.

"In Scandinavia are three nations very distinct and highly differentiated. We shall speak of only two, Sweden, peaceful, smiling with a rare tranquility in this day of turmoil, and Norway, sombre, tragic, reflecting the intensity of its emotions in its absorbing romance and novels."

Evaluating English books for adults

Was presented by Louis J. Bailey, State library, Indianapolis, Ind.

He made the following points:

First, visualize the reader. Get him clearly in mind, and remember that he is not an advanced reader, nor even an average reader. The foreign adult reader is often a sub-average reader, tho he is usually more serious than his American cousin.

Several standards may be set down in evaluating books for the above mentioned reader. Primarily, the English should be good, and the vocabulary should be such that it will enrich that of the reader. Simplicity is essential. The language should be non-technical and yet not childish. Guard against juvenile titles for books recommended for adults. The foreign reader is easily hurt by such things. The information should be reliable, authoritative, up-to-date. The book must deal with the essential facts of life, and catch the attention of the reader. The format of the books must be pleasing. The type should be fairly large and clear, and there should be some illustrations and maps.

Some of the subjects on which books are needed are history, both of the United States and of the countries of the immigrants' birth; descriptive books of all countries, including America; books about home life here and in other countries; textbooks of various kinds, if they do not smack too much of the schoolroom.

A final word is match the book and the reader. This can be accomplished only by a thoro study of the reader and of the books destined for this reader. Readers' advisers will develop this technique as they become more and more familiar with conditions in their field.

The library's contact with new Americans

Was discussed by Vera Morgan,
Public library, Indianapolis, Ind.

Library work with the foreign-born has had a well developed program for some time in the large centers where sizeable racial colonies have made it imperative. We are always interested in hearing about these activities because of the color and variety they add to a work-a-day world. But too often our interest has been in its remoteness

from our every-day life rather than in its application to our library routine.

To the librarian of the small library the problem is quite likely to be that of a number of different nationalities clustering around an industrial plant and separated from the rest of the community by a wide gulf of misunderstanding. The first plank in her bridge across this gulf is the realization that "foreigners" can not be treated as a class but are made up of distinct nationalities each of which has not only his own language, but his own customs and characteristics, and a pride in his own historical, religious and racial backgrounds that resents confusion or inclusion with any other group.

Her first approach then must naturally be thru knowledge of the racial heritage and background of the people she expects to serve. Immigration studies, biographies of immigrants (especially autobiographies), travel books, geographies, literatures and histories, all have their place in the librarian's planned personal reading and they should be followed by all the folklore and fiction translations that she can assemble. The next step is to explore her district for the physical relationships that can be used to develop a connection with library activities. A walk thru the neighborhood now will reveal far more than "shops and houses." She will find which streets belong to each nationality, which groceries cater to the Polish people and in which ones the Hungarian women assemble for a few minutes gossip with their neighbors during the afternoon rush. The churches, school halls, national halls and social clubs are not rivals of the library for the few leisure hours of the foreigner, but points of contact to know him at his best and to get his more immediate attention.

The most valuable publicity for foreign language readers must be direct contacts made outside the library. The first and most obvious point of contact is the night school, for these

people are already studying English and desiring to know more about American life. On her first visit to the night school, the librarian should take applications and books. She should plan to arrive before the roll call so that she can get an idea of nationalities enrolled from the names.

Another contact that can be easily developed is made thru the school children. They come to the library for the first time with their school mates or as a result of classroom talks in the public and parochial schools. After the first few visits the librarian may pick up a book and recommend it for "fader" and after a few times she can slip in an application for "fader" to get his own card and as soon as she finds out the foreign language read at home, it can be marked on the library card using the same abbreviation that is used on the back of the books themselves. If the mother reads one language and the father another, as quite often happens in a polyglot neighborhood, the mother's language is put above the father's. This saves questioning the patron more than once and also makes it easy for any member of the staff after a glance at the card to recommend new titles.

Then there are the social contacts to be made. The priest or pastor is the recognized leader among them and his coöperation will open many new doors to the librarian. Thru him, the club and society leaders become known and friendships are established. She may ask him to check a new list of books for purchase, not only for her own guidance in buying, but as good publicity for new titles. As a result of these visits, the librarian is certain to receive invitations to society meetings, parties and plays. These are opportunities to be seized eagerly to make herself personally known to a larger circle.

Another field for possible development is work with the Americanized young men and women. Many libraries have used folk tales and legendary hero tales as a basis for story hours with the younger children

to give them the traditional background of their parents. With the young men and women, Hero clubs, Debating societies, Drama clubs, and Poetry circles can be made to serve the same end. The greatest handicap in this work is the lack of suitable printed material. Hero lists and bibliographies are badly needed and also bibliographies of folk poetry and a compilation of short dramatic material portraying folk ideals.

A widespread demand, simultaneously expressed all over the country, must result in the establishment of a central information bureau to give publicity to what has already been accomplished for the guidance of new workers; to collect and exchange lists and bibliographies on all phases of the work; to call attention to new publications needed, to simplify and coördinate buying and cataloging routine; to test new ideas for practicability and to formulate standards of work.

Proportion of a library's book fund to be spent for foreign books

by Mrs Eleanor E. Ledbetter, Public Library, Cleveland, Ohio, followed.

The average community has about 60 per cent native-born and 40 per cent foreign-born population. But the foreign born figures include children those who may have had some education in America, and illiterates. So the actual foreigners who will expect to read foreign books approach only about 25 per cent. It is, therefore, extremely difficult to determine the exact proportion of the book-fund which should be spent for foreign books. Under normal conditions, between 10 and 15 per cent should be set aside for foreign books.

There are other considerations. Foreign books are cheaper, therefore, more books for the money. How many languages are needed, and how many readers in each? If only one language is needed, the proposition is a simple one; if several are needed, the proportion of readers for each must be estimated. The extent of the available and suitable literature in each lang-

usage is an added factor for consideration.

The aim should always be to buy only what will have a reasonable amount of use. If the foreign language group is too small to furnish such use, the State library commission should be called upon to supply as loans, books from its collection.

Mrs Ledbetter was prevailed upon to tell about the honor which has been conferred upon her by the Polish people of her city. She has been honored with membership in the ancient Polish order of *Haller's Swords*, in recognition of her contribution to Polish education in America. Mrs Ledbetter was wearing the medal of the order.

During the discussion following the papers, it was recommended that the League of library commissions take some official action in regard to the handling of books for foreigners. It was further pointed out that a specialist in work with the foreign-born is needed at A. L. A. Headquarters, to answer questions and prepare and distribute lists of books and materials. At present, the chairman acts as a clearing house for questions—and they come from many states—but this work should be centralized, along with all other work which has to do with books, people and libraries.

LEO R. ETZKORN, Acting-secretary.

Estonia Receives Gift

The announcement of a gift of 1200v. of American culture and history to the Central library of Tallinn, capital of the Republic of Estonia, as a symbol of good will and a permanent interpretation of the thought of the people of the United States, has just been made by the Carnegie Endowment for International Peace, which presented the books.

No man shou'd be too busy to read. This is an age of change, of new discoveries, new thought trends, new standards. Keep abreast of the times . . . by wise selective reading.—Robert E. M. Cowie, President, American Railway Express.

Library Meetings

Boston—The first meeting of the Special libraries association was held September 24 at the library of Boston University College of Business Administration. An address was made by Professor Roy Davis, assistant dean of the college. The following chairmen were announced: Education, Mrs Frances Rathbone Coe, State library; Hospitality, Joseph Grandell, *Boston Globe*; Membership, Myra E. White, Northeastern University; Methods, Marion Bowman, Old Colony Trust Co.; News, Susan M. Meara, *Boston American*, and Registration, Ethel M. Turner, State library. The Special libraries association has finished its first decade of activity with strong indications of future development.

California—The second district of the California library association held a meeting at Crockett, Contra Costa county, October 6. Adult education in California was the main theme with an interesting talk on library work in Russia. A practical and interesting demonstration of adult educational possibilities was illustrated by a presentation of the coöperation between the large sugar refinery and the work of the county library at Crockett, thru which this valuable work is carried on.

Mrs Ruth Kennell, formerly children's librarian of the public library, Berkeley, illustrated her talk with a varied collection of book posters used in Russia.

Luncheon was served by the sugar company and guests were afterwards shown thru the factory to view the actual mechanical and chemical processes of the manufacture of sugar. Visits to the Girls' Club, the Boy Scouts' and Camp Fire Girls' rooms, and the branch library gave the guests a view of the social and educational aspects centering about an industrial plant.

A great many out-of-the-district members were present, including the acting state librarian, Mabel R. Gillis,

president of the California library association.

Montana — The nineteenth annual meeting of the Montana library association was held at Havre, October 8-10, Elizabeth Forrest presiding. Among the interesting things to be noted are the following:

Gertrude Buckhous gave a report on the interesting meeting of the Pacific Northwest library association convention.

Ruth Seltzer, of Butte, reviewed a number of outstanding children's books published during the past year.

Recent fiction was reviewed by Clara Main, Lewistown.

Helen Carr, of the English department of the Havre public schools, gave helpful suggestions in the way of magazines and books for school use.

Elizabeth Powell, Missoula, in discussing worth-while new non-fiction and recent new editions for the reference shelf, reviewed noteworthy books and led in the round-table discussion of books in general.

Senator William Cowan, in giving reminiscences of the Old West, told of the early days in the "Triangle," of trading with the Indians, the coming of the settlers, the drilling for oil, winding up with the present farming conditions.

Mrs Frank Bossuet, president of the Montana Federation of women's clubs, presented the library extension plans of the federation to increase the number of libraries, and called on everyone interested for active coöperation.

Other topics discussed were: Library problems, by Louise Fernald and County library methods, by Mary Homan. Elizabeth Ireland, superintendent of Havre public schools, presented the subject of adult education. Mrs Elizabeth Garber, of Billings, described the library as a business house.

The following officers were elected: President, Louise Fernald, Great Falls public library; secretary, Elizabeth McCoy, Stillwater County library, Columbus; treasurer, Mary Homan, Phillips County library, Malta.

The association voted to hold a joint meeting with the Pacific Northwest library association next year.

The social side of the meeting was abundantly provided for by luncheons, dinners, a drive thru the country. Altogether the occasion was worth while.

Nebraska — The Nebraska library association met October 4-5 at North Platte. In view of the distance from the larger centers of the state, the attendance record of 60 was very gratifying.

The convention was given cordial greetings by Mayor Temple of North Platte and E. S. Davis of the Library board. The address of the first session given by Miss Annie Kramph of North Platte, one of the unusually gifted women of Nebraska—described with rare humor her experiences as a trustee of the North Platte library since its beginning. She pleased those interested by speaking a word in behalf of county libraries for Nebraska.

In a group of talks of Thursday afternoon, Mrs M. E. Crosby of North Platte spoke on the parent, J. T. Anderson of Kearney State Teachers College, on the teacher, and Mrs Carrie D. Reed of the children's department of the Lincoln public library, on the librarian. Mrs Crosby emphasized the need of good home libraries as well as good public libraries. One of her practical suggestions was that the librarian send to each young mother of her community at the birth of her first child a list of books on child rearing available at the library. Mr Anderson spoke enthusiastically of the work of the Parent-teachers association and urged coöperation with the library.

Mr Dudgeon of Milwaukee in a lecture on Adult education discussed the new findings of Thorndike and other educators as to the ability of mature people to learn as readily as children and mentioned the emphasis that is now being placed on reading as an important method of instruction. He stated that twice as much money is spent in special correspondence schools

as is given for all the libraries in the country.

Mr Wyer of the Denver public library received a cordial welcome from the association of which he was formerly a member, when he appeared Friday morning, bringing out by story and incident some of the finer points of ethics which relate to librarianship.

Mrs Lila Woodruff of Lincoln in a talk on the professional reading of a librarian said that all the reading of the librarian whether recreational, informational, or educational was also professional if it helped her to solve any library problem or to better serve her patrons.

Miss Ingles, in giving some glimpses of famous European libraries which she had an opportunity to visit, said that her first impression concerned the greater reverence for books and the less attention to service which one found there than in our own libraries. The war, she said, has changed this attitude to some extent.

At noon, the members of the association were the guests at luncheon of the trustees of North Platte library. This was a most enjoyable occasion.

In the afternoon session, Miss Williams in her talk, "Ask me another," presented some interesting, and occasionally amusing, questions which come to the commission.

Officers elected for the coming year: Mrs Anna D. Johnson of Madison, president; Annie C. Kramph of North Platte, first vice-president; Elizabeth Mallalieu of Lincoln, second vice-president; Mabel Harris of Lincoln, secretary-treasurer.

Philadelphia—The Special Libraries council met on October 5 at the Philadelphia Electric Company library. Interesting reports of past meetings were made. Gertrude H. Shearer of the Public Relations department of the Philadelphia Electric Company gave an illustrated presentation of the hydro-electric development, pictures and descriptions of which stirred the imagination with a realization of the big things in the electric field.

Coming meetings

The Southern Conference on Education will meet at the University of North Carolina, Chapel Hill, November 14-17, 1928. The subject of Libraries will be discussed Friday afternoon, November 16, in the group of "special conditions and objectives."

A joint meeting of the Indiana library association and the Indiana library trustees association will be held at the Lincoln hotel in Indianapolis, November 21-23.

The Missouri library association will meet this year in a joint session with the library section of the Missouri state teachers' association in Kansas City, November 8-10.

The Southeastern library association meets at Biloxi, Miss., November 7-10.

The Arkansas library association will meet this year in Little Rock, November 8-10.

The Virginia library association will hold its meeting in Norfolk, November 27-28.

Harvard Library Notes

The Boylston Laboratory building at Harvard, soon to be vacated, because of the completion of the new chemistry-laboratory building which makes the space formerly occupied by the chemistry department available for other purposes, will be used as an additional space for the Widener library.

Some departments which are now sadly crowded and out of place, as for instance the book binding department now located two levels under the ground, will be given new quarters when the necessary changes have been made in the building to make it suitable for its purpose. The Freshman library will also be transferred to the Boylston Laboratory building which will be of advantage in the acquisition of more material and the bringing into one group, of material relating to the same subjects. The Chinese collection, at present occupying various portions of Widener library, will be collected in Boylston Hall.

Interesting Things in Print

The Newberry library, Chicago, has issued a supplement to its list of books and manuscripts—*Narratives of Indian Captivity*, prepared by Clara A. Smith, custodian of the Ayer collection in the Newberry library.

A list of books on Present-day thought in religious education was prepared recently by the Public library of the District of Columbia. It was issued by the library in connection with the triennial convention of the Protestant Episcopal church in Washington.

The A. L. A. has issued in mimeographed form the list, New books for young people in their teens, prepared by Miss Jean Roos, head of the Stevenson room for young people, Cleveland public library. This was presented to the Children's Librarians section at the West Baden conference.

The bulletin of the University of Arizona library for October is unusually sprightly for its class. The drawings which illustrate it and the clever way in which the contents and service of the library are brought to the attention of the students doubtless cannot fail to accomplish its purpose.

The *Ontario Library Review*, No. 1, vol. 13, has an extensive list of presentable plays for use in Canada. Many of them would be presentable for any place. The work was done by a committee of the Toronto public library staff. The moving idea is to present "something for use in the high schools of Canada."

The United States Department of Agriculture library. *Bibliographical contributions*, No 16, is An author and subject index to the publications on plant pathology issued by the State Agricultural experiment stations. This new issue covers all the material sent out, up to December 1, 1927. Publications on diseases caused by insects are omitted.

The Child Study Association of America has issued a program for 1928-29, its fortieth anniversary year. It covers the whole country, and eminent authorities on the subject of child

study will give opportunity throughout the year for those who are interested to get a clear understanding of the work of the Child Study Association of America.

The St. Louis public library has issued a leaflet on two timely subjects, Presidential election statistics, 1900-1924, by Lucius H. Cannon, librarian, Municipal reference library, and Political leaders and national policies, by O. R. Altman, first assistant, Municipal reference library. The first is straight statistics relating to the presidential elections from 1900 to 1924. The second is a brief list of books and articles classified by subject—presidents, other political leaders, party system and national government, some political issues, and candidates of 1928.

The commissioners of Lincoln Park, Chicago, have prepared a most interesting booklet giving the educational advantages which they are prepared to offer thru the zoo, aquarium, conservatory and the academy of science in addition to the recreational advantages that are offered by Lincoln Park. Lincoln Park and its buildings are open to the public the year round and the commissioners will be glad to coöperate with anyone interested in the activities represented. Pictures and data will be loaned and other forms of coöperation will be given that will make the wonderful collections of Lincoln Park available to those who are genuinely interested.

A pamphlet that is a gem in book-making has been issued by the friends in Newark, N. J., of the late Louise Connolly. An introduction is furnished by John Cotton Dana; an appraisal, *Louise Connolly: A True Teacher*, written by Frances D. Twombly; and a review of the work of Miss Connolly for the library and museum of Newark furnished by Holger Cahill—*Miss Connolly Continued Her Teaching in the Library and Museum*. A list of the writings of Miss Connolly published by the library and museum of Newark finishes the brochure. Miss Connolly was a contributor to many periodicals of the day outside of library and museum interests.

Books

Miniature boat building. A treatise covering in detail the construction of working models of 11 famous racing sail and power boats and their power plants; model making in general, by Albert C. Leitch, Brooklyn Navy Yard is a book boys will like.

A Bibliography on injunctions on labor disputes: Select list of recent references. Compiled by Laura A. Thompson, librarian, U. S. Department of Labor library. This may be obtained free upon request of U. S. Department of Labor library.

The new and revised edition of Modern gasoline automobiles, sent out by the N. W. Henley Publishing Co., has been issued. The 1928 edition has been entirely reset and brought up to date for the sixth time. For a majority of the institutions giving courses relating to modern gasoline locomotion, the textbook is a fine thing.

Teachers of psychology, sociology, education, and social case work who have used Three problem children and The Problem child in school, earlier books, will welcome a new source of concrete material, The Problem child at home, published by The Commonwealth Fund, New York City. \$1.50.

Oriental rugs, the way to know and judge them. An interesting book that will be liked by many readers. The illustrations showing various kinds of rugs with names and characteristics are full of information value. The history of various rugs is both interesting and valuable to those studying rugs. Textile Publishing Co.

A book that will undoubtedly have many interested readers in the world of constructive print is a volume from the English press of Allen & Unwin—The Struggle for the freedom of the press (1819-32), by William H. Wickwar, M.A., Rockefeller Research student. The volume covers the struggle in all its ramifications in India and the United States.

Another volume in the Reference Shelf series, (No. 8 of Vol. 5), entitled

Installment buying, compiled by Helen M. Muller, has just been published by the H. W. Wilson Co. This book conforms to the plan of the series in that it contains reprints of articles giving a history and present status of the question, and arguments for and against it. These articles are accompanied by briefs and a selected bibliography. (90c)

The first volume of the *Burton Historical Records* is made up of the John Askin papers, 1747-95. Material was prepared by Milo M. Quaife. This is the first official publication of the manuscripts in the wonderful Burton historical collection and will be followed by others. One is glad to see in the introduction that the editor of the papers recognizes the valuable services rendered to him by his co-laborers.

Third Supplement to the Third Edition of the Children's Catalog which was issued in 1925 (Wilson) includes 156 new titles and 28 new editions of books, besides the 385 books and 52 new editions which were listed on the second supplement. More than one-fifth of the new titles have been analyzed. List of new titles which were added in 1928, list of books analyzed and directory of publishers are new features. 90 cents.

A short history of medicine—Singer

There are few sources available to the average layman for securing a fair and comprehensive knowledge of the progress of medicine. So much of what is served to the public is overdrawn and much that the ordinary reader should know is left out. During these later years, the leaders in medicine have been anxious that the people should have the facts. Every doctor appreciates the better coöperation which a well-informed patient can give when contrasted with the lack of coöperation from the uninformed. LIBRARIES may congratulate Dr Charles Singer and the Oxford Press on this valuable contribution to the layman's medical book shelf.—C. E. Black, M. D., Jacksonville, Illinois.

The Carnegie library of San Antonio, Texas, has issued a book of children's poems, some of which show real poetic content. Poems were prepared for a poetry contest which was developed for Children's Book week last November. The children's librarian,

Leah Carter Johnston, in speaking of them says:

The morning glories that 'blow and blow across the old oak tree' and 'will go down, down, down to the sea' are the great blue Mexican morning glories that really do blow and blow over every gallery and fence and tree from July to December all the way from San Antonio to the Gulf of Mexico. Josephine has watched them herself as she has driven down to Corpus Christi where she lives in the summer, and evidently they have caught her imagination. Others of the poems are typical of our region, too, and quite unaffectedly so, as the writing of older people who utilize local color is not.

The Aslib directory; a guide to sources of specialized information in Great Britain and Ireland, edited by G. F. Barwick, late keeper of printed books, British museum. Introductions by Sir Frederic G. Kenyon and Sir Ernest Rutherford. Oxford university press, American branch, New York, 1928.

The Aslib directory is the result of suggestions made at the first conference of the *Special libraries and information bureaux* in 1924. The standing committee was fortunate in securing assistance of the Carnegie United Kingdom trustees for the purpose of co-ordinating existing information service—making the resources of all the multifarious specialist libraries available for the general purposes of research, by linking them to a common center at which the inquirer can be directed to the particular reservoir of knowledge of which he stands in need. Material in print and manuscript is included.

The *Directory* is divided into three sections—collections of material and information arranged under subjects; alphabetical list of towns and places where the material is to be found, and index to collections and names of collectors.

In Charles Dickens, a biography from new sources by Ralph Straus, the author has carried out the promise of the title and presented one of the most interesting biographies of the season and that is saying a good deal. The material is new and is treated in a most interesting fashion by one who believes in and loves Dickens so well that even when telling the story of his ups and downs, makes him a living, lovable person. No one equals Dick-

ens as a story teller and no one of his class has suffered as much from hearsay evidence which leaves out the joyous spirit of Dickens himself. The present author presents the man that has been looked for since he went away. The illustrations are worthy of the subject.

The University of Missouri *Bulletin* No 22, Vol 29, is devoted to *Library Series No 15*, containing the history of the University of Missouri library, by Henry O. Severance, librarian. This bulletin contains a history of the university library from its inception thru its various ups and downs since 1849. The history throws much light on the educational opportunities and difficulties attending the founding of a university in a western state of that day.

The library seems to have been one of the early favorites of the university authorities and the history of its development is most interesting. The story of the special gifts to the library reveals the possession of many rare things, from single manuscripts and books of the sixteenth century down to considerable collections of much value on the shelves.

The library is especially rich in its possession or access to Missouriana which altogether form the largest collection on Missouri history in the United States. It ranks with the leading historical societies of the country in the value of its state collections and work.

The technical history of the organization of the library is given rather fully. The internal history of the organization of the library ascribed credit to various library workers, most interesting as well as unusual in a work of this kind.

Immigration and race attitudes. Emory S. Bogardus, California. Heath. 268p. Index. College handbook of composition. Woolley and Scott. Heath. 396p. Index. The High school library, Hannah Logasa. Appleton. 283p. Index. Interesting personal views add to value. Reference library methods. John Warner. Grafton. 288p. Index. English library methods. America in the making. Chadsey, Weinberg and Miller. Heath. 2 vol. Index. Community health. Turner and Collins. Heath. 258p. Index. Bibliography of the negro. Monroe N. Work. Wilson. 698p. Index. Bib.

Library Schools**Carnegie library, Atlanta**

The Library School opened its twenty-fourth session with an enrollment of 32 students, the largest class in the history of the school.

The students represent 20 accredited colleges; three members of the class have received the master's degree; one is a Phi Beta Kappa; others have graduate study to their credit. The average in educational equipment and in library or other professional experience seems to be somewhat higher than usual.

States represented are: one each from Kentucky, Virginia and Mississippi; two from Louisiana; three from Tennessee; five from Alabama; six from North Carolina; 13 from Georgia.

The members of the class and the faculty were the guests of Emory University library. Opportunity was given to visit the various departments of the library where, in the second semester, the students carry on a part of their practical work.

Miss Fannie Cox, who had leave of absence last year for graduate study at the School of Library Service, Columbia University, returns to the Library School as full-time instructor. Miss Cox gives the work in reference, bibliography and lending, and supervises the practice work.

Mrs Margaret Brenner Awtrey has been added to the Library School staff as reviser. She also has charge of the school collection.

Vera Southwick Cooper, '14, is director of the training class at the Enoch Pratt free library, Baltimore, Maryland.

Josephine Peabody, '20, has been made a branch librarian of Carnegie library of Atlanta.

Julia McCullough, '22, is attending Duke University.

Selma Wacker, '22, has accepted a cataloging position in the Panama Canal Zone.

Sarah Harris MacDonald, '24, in September began her work as assistant at the State Teachers' College library, Mansfield, Pennsylvania.

Martha Shover, '27, has become librarian of the High School library, Asheville, North Carolina.

Margaret Lee Taylor, '28, has charge of

the children's work in the Public library, Charlotte, North Carolina.

Married

Dorothy E. Murray, '23, to James Henley Crosland, August 18.

Margaret F. Brenner, '24, to Bernard S. Awtrey, August 1.

Martha Branch, '25, to Marion Davis Seaborn.

Ruby Pierce Wilkerson, '25, to Everett Dee Phillips.

Grace Garner, '28, to Dudley McConnell Pruitt, September 17.

WINIFRED LEMON DAVIS**Carnegie library, Pittsburgh**

"Pittsburgh Day" was held on Friday, October 5. This day has been instituted as a means of helping the students to become acquainted with their environment and to give them some knowledge of the history of Pittsburgh and its present characteristics as a city. A talk on Pittsburgh was given by Miss Sara M. Soffel, a well-known attorney of the city, and, after the regular classes were over, the out-of-town students were taken by alumnae for an automobile tour of the city and environs.

By special arrangement this year, one of the dormitories of the Carnegie Institute of Technology has been given over to the Carnegie library school for the use of its students from out of town. Miss Martha Conner, of the Library School faculty, is in charge of the house.

Practical work began the middle of October. The students had made preliminary visits to the high school libraries and branches of the Carnegie library of Pittsburgh.

It is with deep regret that we have learned of the death of Ruby Canton, '24. Miss Canton had been librarian of the State Teachers College in Edmond, Oklahoma, but for about a year previous to her death had been unable to give full time to her work.

FRANCES H. KELLY
Principal

University of Chicago

The Graduate library school of the University of Chicago in its announcement for 1928-29 has a most illuminat-

ing presentation of the library facilities that are available in and around Chicago. Information not only about the institutional libraries themselves but concerning collections in the various libraries is given. The living accommodations in the University neighborhood, estimates of expenses, the monetary aid that is available, courses and problems, are set out.

Drexel Institute

The twenty-eighth year of the Drexel library school opened September 24, with a registration of 40 college graduates from 29 colleges and universities, from eleven states. Analysis of statistics shows that 21 students have had both library and teaching experience.

Mrs Jessie I. Bestow, University of Illinois, B.A. and B.S. in L.S., has been added to the faculty, and Miss Elizabeth J. G. Gray, Bryn Mawr, B.A., Drexel, B.S. in L.S., has been added to the library staff and the school faculty in charge of practice work, which began September 26 in the Drexel library. The class works in two sections, classified as to experience.

Visits to the University of Pennsylvania library, to the Free library and the Pennsylvania Historical society were made in October to acquaint the students with the libraries where much of their reference work is done.

Drexel Institute has opened a new student house exclusively for library students.

All members of this year's class have joined the A. L. A.

A special course in school library work will be given thruout the year by Miss Alice R. Brooks, B. A. and B.S. in L.S., who comes to us after three years experience in a normal school library, where she also lectured on library science.

Leah Marie Schueren, substituting librarian for one year, Cleveland College library, Cleveland, Ohio, and instructor in library science.

Laura G. Nyce, librarian, Fitzsimmons junior high school, Philadelphia.

Marian K. Chaffee, library assistant, Swathmore College library.

Marie Diane Martindell and Virginia G. Murphy, catalog department, University of Pennsylvania.

Laura E. West, high-school work, Minnesota.

Dora H. Young, library assistant, Alabama College library, Montevallo.

University of Illinois

The thirty-second year of the University of Illinois library school opened with a record breaking enrollment.

The first year class registered 106 people and the graduate class 28. The class comes from 22 states, including 35 from Illinois, 10 from Indiana, 9 from Iowa, 7 from Kansas, with smaller representation from the 18 other states. The school represents geographically Rhode Island on the east, Wyoming on the west, Minnesota and North Dakota on the north, and Texas on the south. The entering class represents sixty-five different colleges and universities. The graduate school includes 19 students from Massachusetts on the east, Kansas on the west, Michigan on the north, and Georgia on the south, 21 institutions being represented.

Two instructors have been added to the teaching staff, Frances I. Ambuhl, Ill., M. A. in L. S., '28; and Rose B. Phelps, Col., B. S. in L. S., '28.

The graduate class has elected Icko Iben as chairman and Lucille V. Crawford, secretary-treasurer, for the academic year. The first year class has elected Mrs Norris May Talley chairman, Harold W. Hayden secretary, and three members will act as treasurers, Marshall T. Carqueville, James J. Hill and Mrs Carlene T. Holly.

Pratt Institute

The month of October is one of adjustment to environment and to work undistracted by visits to other libraries or even by that consideration of the problems and interests of other phases of library work than those found here, that lecturers from the outside bring. There is little to record, therefore, except that the class are

busy with the beginnings of cataloging, classification and reference work, enlivened by foreign fiction and periodical literature, and that they are working three hours a week in the library, in the circulation department for an hour and a half and in some of the other departments as well. They are scheduled in turn to take charge of the reading room in the evening, where they have an independent responsibility.

The opportunity was given all who were interested to attend the reception to Lord Allenby at Carnegie Hall on October 3.

Jean Urquhart was married on June 23 to John T. Hieber.

JOSEPHINE ADAMS RATHBONE
Vice-director

St. Louis public library

School opened on September 20 with 38 students, the largest number yet enrolled. Of these, 22 hold A. B. degrees, 10 have had two years, and six one year of college work. Eight students registered for training in library work with children.

Professor Marion E. Bunch of Washington University will give the lectures on child psychology to the special class in Library work with children, formerly given by Professor John A. McGeoch who has gone to the University of Arkansas.

Appointments to Library work with children, June, 1928:

Ida M. Agruss, Carpenter branch, St. Louis.

Katherine Block, Evanston, Illinois.

Sarah T. Booth, Public library, St. Louis.
Eley A. Fister, Public library, Wichita, Kansas.

Margaret E. Hauge, Public library, Minneapolis, Minnesota.

Mrs Ann H. Hough, Carnegie library, Oklahoma City, Oklahoma.

Mrs Irma C. Littleton, Baden branch, St. Louis.

Katherine L. O'Keefe, Crunden branch, St. Louis.

Veronica J. Smith, Barr Branch, St. Louis.

Violet M. Williamson, Public library, Tulsa, Oklahoma.

HARRIET P. SAWYER
Principal

Syracuse University

The 102 students enrolled in the Library science department at Syracuse University is an increase over last year's registration of 16 per cent. In the senior class, 32 students are registered. The following colleges are represented: Cornell, Elmira, New York State, Teachers, Union, Vassar and Wellesley, and Cornell and Syracuse universities.

Three new courses have been added, designed especially for those who plan to go into school library work: Book selection for school libraries, Classification and cataloging for school libraries and the History of libraries.

A voluntary round-table with the seniors for the discussion of new books and various library topics are held fortnightly. On October 9, Mrs Beth Rice Miller led the discussion with an interesting review of some of the more recent children's books.

A large, attractively decorated lecture room has been added to the library school quarters. The room was opened on October 10 with a party that was a huge success.

Western Reserve University

The following colleges and universities are represented in the graduate division: Oberlin, Mt. Holyoke, Wellesley, Western, Lake Erie, Grinnell, Otterbein, Wooster, Hiram, Radcliffe, Women, Adelbert and Universities of Illinois, Minnesota, Ohio Wesleyan, Drake, Ohio, Akron, Cincinnati, Iowa, Miami and Wisconsin.

Several students in the undergraduate division have had three years of college work and others have had in addition to one year of college, several years of library experience. Of the total enrollment of 81 students, 41 are graduates, 20 undergraduates, in the general course; 16, senior children's course; and four, special students. Ten are enrolled in the junior children's course and nine in school library work.

At the opening of the school, President Vinson spoke on the enlarging scope and program of Western Re-

serve University, in which all the schools and colleges participate, and Miss Eastman welcomed the students to the use of the Cleveland public library and brought a message from the American Library Association.

Visits to certain Cleveland libraries where the students have most direct contacts have been scheduled for the first few weeks.

The daily work of the school in the beginning is scheduled for the major courses with such adaptations as are required in connection with the junior course in children's work and the high school course.

Helen Watterson, '10, has become librarian of the Public library, Hudson, Ohio.

Edna M. Little, '13, is now branch librarian in the Cleveland public library system.

Pauline Heich, '13, became librarian of the Cleveland Heights public library in May, after having charge of the Carnegie West branch of the Cleveland public library for several years.

Marriages

Helen R. Keeler, '19, to Rev Alexander Simpson of Milwaukee, Wis., May 15, 1928.

Louise C. Behlen, '24, to Charles E. Roberts, of New York, May 26, 1928.

Dorothy McConnell, '24, to John Clarence Hanna of Boston, Aug. 25, 1928.

Alicia Malvida, '26, to Robert Gregg of Detroit, Mich., June, 1928.

Helen E. Morgan, '27 & '28, to John C. Inglis, Sept. 12, 1928.

Alice B. Weaver, '27, to J. W. Mock of Toledo, July 14, 1928.

Catherine Johnson, '27, to Wendell Falsgraf of Cleveland, September, 1928.

Marjorie M. Bouey, '28, to John D. Brumbaugh of Cleveland, June 15, 1928.

Alice B. Cook, '28, to Alfred B. Focke of Pasadena, Calif., Sept. 17, 1928.

Annie L. Wilson, W. R., '09 and '21, librarian of Baldwin-Wallace College, died June 9, 1928, after a brief illness. Miss Wilson was formerly librarian of the State Normal School library, Edinboro, Pa.

ALICE S. TYLER
Dean

Recent beginnings of library schools

The library school of the New Jersey College for Women at New Brunswick notes the appointment of five of the six students who took the training in the class of 1927-28. The sixth student was married in June.

Fifteen young women of Toledo and vicinity began the library training course conducted by the Public library, Toledo, Ohio, October 1. Ten of these have had at least one year of educational work beyond high school. Three are college graduates.

Appointments to positions on the Toledo staff have been given the nine young women who finished the course of 1927-28.

The North Carolina College for Women, Greensboro, has organized a department for training school librarians, first courses to be offered in October, 1928-29. The new standard for high school libraries in the Southern Association of Colleges has established standards which call for trained librarians in the schools, with the same educational background as the teachers. There will be over 80 schools calling for such a person within the next three years, the time allotted by the association for meeting the standards.

The courses in library science as organized lead to an A. B. degree and are open to juniors and seniors only. They consist of 30 semester hours with particular application to the school library. A secondary course for the schools in North Carolina not sufficiently large to have the services of a full-time librarian, a course for teacher librarians, will be offered. This requires 16 semester hours in library science and is to be taken during the junior and senior years. In addition to library science, the required subjects are psychology, education, English, history or languages, sociology, economics or political science. The instructors will be Ruth Sankee, Ill., '21, B. L. S., and Mrs Catherine J. Pierce, Col., '27, B. S. in Library Science. There will be also courses and parts of courses taught by members of the library staff.

The University College, Dublin, has provided for a course in librarianship leading to a diploma in library training, for the purpose of preparing grad-

uates and other approved students for the library profession. The course is open to the following:

A. Graduates.

Graduates who have taken a degree in any of the two or three subjects, *English literature, a Continental language, history or economics*, will be required to take only the *special subjects*, in which case the course may be completed in one academic year.

B. Undergraduates and other approved students.

In the general subjects required are *a modern Continental language, English literature, history or economics*. Persons who have had library experience for at least five years and are over 22 years of age may be exempted from parts of the general subjects on satisfactory evidence.

Special subjects for A and B include:

- 1) Bibliography and book selection,
- 2) Classification, cataloguing and indexing,
- 3) Library organization (including library law),
- 4) Practical work in cataloguing, indexing and library routine,
- 5) Book printing, illustration and binding,
- 6) Library architecture,
- 7) Supplementary lectures on

- a) The sources of Gaelic literature.
- b) Scientific periodicals and journals.
- c) Manuscripts and archives.

The courses in general subjects are the same as in the Faculty of Arts. Course A requires one year, course B requires two years for completion.

This school for librarianship has already made something of a start. Last year there was a class of 14, all graduate students very much interested in the work. There were four lecturers and while library technique received attention, the greater stress was put on bibliography and books—reference books, book selection, book production, and classification. The course was inaugurated in February, 1928, by a public lecture delivered by Rev. Stephen J. Brown S. J. and was attended by 300 or 400 students and professors.

A Distinction With a Difference

A noted college sought the advice of a prominent librarian as to an applicant to fill the vacancy of the librarianship in the college. The librarian, who knew some of the qualifications of the former librarian, said to the college trustee, "I think the trouble here is that you have had a technical librarian. I should like to see you now try out a humanistic librarian." With a raising of the eyebrows, the trustee said, "He was a technical librarian, was he? Well, I suppose so. He wasn't any good. I am glad to know what he was."

Is this an unusual situation?

Oriental Collections for Students

It is the intention of the Library of Congress to acquire an enlargement of its oriental collections as rapidly as possible. Various universities in the United States are extending their efforts and their studies by establishing courses in orientology. The Library of Congress wishes to prepare its facilities to meet the growing needs of the next few years as well as the future needs. The collection of the Library of Congress already includes Chinese, Tibetan, Manchu, Mongol-Chinese, Mongol-Manchu-Chinese, East Indian, Persian, Japanese, Siamese and Anamese works. They are available not only to students who visit Washington or are permanently located in the capital but to those in distant universities. Upon request they are loaned to university and college libraries throughout the country, for use by their students, thru inter-library loan service.

Alexander Graham Bell would have been driven politely mad in 1928 and the telephone would have been responsible. "Bell deplored the casual manners his invention had introduced," says Catharine Mackenzie in her life of Alexander Graham Bell to be issued in October by Houghton Mifflin Company. "Nobody, he said, would dream of coming to one's house and demanding an audience while one dined, or bathed, or slept; but everyone made these peremptory interruptions by telephone. He always made indignant protest when any member of his family left the table to answer a telephone call."

Suggestive Ideas for Book Week

Pleased to Meet You

A little book play

Jimmie, a boy about twelve sitting at a writing table with paper and ink in front of him, chewing the end of a pen holder and frowning.

Jimmie in a disgusted voice.

Children's Book Week! I thought we'd had about all the weeks they could think of but this beats them all. "Read a book a week!". I'd rather have the measles and I can't write an essay on my favorite characters in fiction. How can I write an essay on My favorite characters in fiction when I haven't got any. What do I care about a lot of people that are just made up out of somebody's head. I like real persons. I think teachers sit up nights thinking of things to make us do. They must lead awful lives. Anyway, I can't write this essay. I went over to the library to get a book but there were five or six ahead of me and I knew I didn't stand much chance of getting anything. And how, I'd like to know, am I going to write it if I can't get a book.

Yawns and dozes off but wakens when the door opens to admit two boys with fishing poles, torn hats and bare feet.

Tom Sawyer, one of the boys, asks in a cheery voice.

Want to join us?

Jimmie shakes his head and explains.

I can't go anywhere until I get this essay written.

Tom.

What's it about.

Jimmie in a scornful voice.

My favorite characters in fiction.

Tom to his companion.

Do you hear that Huck? He's going to write an essay about us.

Jimmie in surprise.

About you?

Tom.

"Yes, don't you know who we are? Well, I'll tell you. I'm Tom Sawyer and this is my friend Huckleberry Finn. Now don't tell me you never heard of us.

Jimmie.

But you're in a book aren't you?

Tom.

Well, we started in a book but we've been on the screen and even on the stage. In fact we've been all over. Don't look like that, we're about as real as you are

and we've got friends all over the world. There's hardly a boy anywhere that doesn't know about our cave.

Jimmie.

I know about your cave. I read the Adventures for a book report. It was the only decent thing on the list but I can't hand that in again for an essay on my favorite characters in fiction.

Tom.

Well then why don't you choose some one else?

Jimmie.

Haven't I just told you I don't know anyone else?

Tom.

Do you mean to tell me that you don't know any of us? What do you say, Huck, shall we take him out with the crowd? You see we know pretty nearly everyone in fiction, as you say in your essay, because we're all in the same class and we've stood on so many shelves together. I don't mind standing on a shelf anywhere except a children's room but say, I hate that! The treatment's awful I never know when I'm going to have my back broken, and dirt! I've actually had to be fumigated. Someday, I think I'll rise right up out of my covers and if I do, there'll be a second slaughter of the innocents! I guess it's up to me to do it because every one says I'm one of the strongest characters in fiction.

(Straightening up with pride)

I'm one of the classics and don't you get the idea that we're all dead ones. We're as much alive as any of you and what's more we're going to stay alive. Now I can't understand why an intelligent kid like you doesn't know anything about us. Don't you ever read anything?

Jimmie in a voice of thunder.

I tell you I don't have time. But I've got to write this essay.

Tom.

No getting out of it?

Jimmie.

There is not.

Tom.

Well then, I suppose we'll have to help but it's an awful waste of time. Huck, you run over to the library and get Penrod. He won't be there, he was never

known to be but you can leave a call for him. Then you might stir up some of the rest of them. Tell them we're having an exhibition or party or something over here and we'd like their help. They'll be delighted to come, some of them haven't been off the shelves for weeks. Don't go clear upstairs because I'm not on speaking terms with some of those old tomes. For instance those old Greeks and Romans, who are they anyway? No ancestry, nothing but myths.

Turns to Jimmie and says:

Now all you've got to do is to be an audience but you've got to be a good one. Characters in fiction like to be appreciated. Now you sit there and I'll introduce them.

Tom turns to the door and leads in Peter Pan announcing:

Peter Pan who lives with the fairies in the Never-Never-Never land and has had all kinds of adventures with pirates, Indians and crocodiles.

Peter Pan dressed to look like the picture with a filmy scarf for a shadow runs lightly to the front of the stage and gives a little dance after which he retires to the back of the stage.

Tom.

Speaking of pirates here come Long John Silver, Black Dog and Old Pew from Treasure Island.

The three enter with locked arms singing:

Fifteen men on the dead man's chest
Yo ho ho and a bottle of rum.
Pirates retire to back of stage.

Tom.

Rip Van Winkle

An old man walks feebly across the stage and joins the pirates.

Tom.

Leatherstocking or the Deerslayer

Another old man dressed as a backwoodsman walks to the front of the stage, bows and retires to the back.

Tom.

I say Huck where are the ladies? Oh here are the Little Women.

Enter Jo with pen and paper, Amy with brush and paints, Meg with sewing and Beth with a book. Walk slowly across the stage and take their places at the back.

Tom.

Topsy and Eva from Uncle Tom's Cabin.

Little Eva in a white fluffy dress with golden curls and Topsy with her face blackened and dressed in a gunnysack enter hand in hand and sing:

I never had no body, etc.

Tom.

Nydia, the blind girl of Pompeii.

Turning to Jimmie.

Do you know where Pompeii is?

Jimmie.

No, but I'll bet I can tune in on it.

Nydia in a white flowing robe gropes her way across the stage and joins the others.

Tom.

Little Nell and her grandfather from the 'Old Curiosity Shop'!

Old man leaning on a little girl. They walk in slowly and take their places with the rest.

Penrod bursts in with a boy in tow.

I just got your message. Couldn't get here any sooner. I want you to meet Johnnie Custer, 'Goin' on Fourteen', Irvin Cobb asked me to introduce him. He lives just below you but you've both been away too much to ever meet.

Tom.

I'm glad to meet him but you're interrupting this show.

Goes to the entrance and leads in a ragged little girl who goes to the front of the stage and says:

The goblins 'll git you ef you don't watch out.

Tom.

Alice in Wonderland.

Little girl comes on and says in a serious voice:

'Twas brillig and the slithy toves

Did gyre and gimble in the wab

All mimsy were the borogoves

And the mome rathes outgrab.

Exit to the back.

Tom.

Robin Hood.

Boy dressed like picture of Robin Hood aims his bow and arrow at the audience and retires to the back.

Tom.

Rebecca of Sunnybrook Farm.

Little girl with her arms full of soap comes in and announces:

If anyone needs soap I have some to sell.

Tom.

Huck, close that door, this show has got to end some time. Of course it is a case of the 800 instead of the 400 but we didn't expect them all to come. Jimmie can't expect to meet everyone the first time.

Turns to him.

But at least you have a speaking acquaintance with some of them and I'd

advise you to get that essay written in a hurry and join us at the cave or you'll miss the time of your life.

Starts for the door followed by Huck, Penrod, etc.

A Montana Experiment

My dear Editor:

For some time I have meant to write to tell you of our library work with the children which, as far as I know, is unique.

No cards are issued to children until they reach the second A grade, our superintendent of schools believing this to be best.

In September, the children's librarian goes to the schools and makes a point of visiting the second grades and creating an interest in the idea of taking books in February. The teacher follows this up and uses it as an incentive for getting ready and creating interest in good reading. In the first week of February, the entire class is invited with the teacher to come to the library. Here they are introduced to the children's room. They are given book cards and made to feel that the room is their very own.

For weeks before the happy event, they begin talking of it and are proud indeed to "belong to the library."

Last year, Miss Trigg, children's librarian of the Great Falls public library, conducted a round-table for nine weeks during the winter months. The children used a little record book with lists of books. These were checked off as the books were read and commented on by the children. I know of nothing which seems to me finer in juvenile work than this. You see we are still small enough to do individual work and it certainly pays.

LOUISE FERNALD

"Come out, come out where the red leaves fall.
A veil of purple lies on the hills.
New views to greet you at each hill's crest,
Color and beauty where'er you go—
These shall add to your journey's zest."

New Attitude Toward Children's Books

Anne Carroll Moore, well-known supervisor of work with children in the New York Public library and who edits the weekly page on children's books in the *New York Herald Tribune*, speaking upon recent books for children before the Library Institute held at Drexel Institute last February said:

Within 10 years a new attitude toward children's books and reading is apparent both in the publishing field and in that of general education. It has been proved on the one hand that good new books for children can be made to pay even in lean years and on the other that children's individual interests are determining points in establishing the love of reading.

This new attitude reflects the potent influence of children's rooms in public libraries throughout the country over a period of thirty years and the building up of a body of sustained criticism of children's books as books within the past ten years.

Nothing comparable to it is to be found in any other country of the world at the present time and in proportion as children's associations with books are left free, voluntary rather than restricted, natural, rather than stimulated by a jaded credit or certificate system we may hope to go far.

Chief librarians, no less than publishers, superintendents of education and teachers, need to keep aware and in touch with what is happening to children and their books in the next decade. They need to know as a matter of active professional business, since not only are very considerable funds involved but more often than not a new trail is discovered to that hinterland of adult education which the schools did so little to lighten for past generations and of whose existence thoughtful children's librarians have always been conscious since their work is so largely concerned with whole families.

Department of School Libraries

Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider.—BACON.

Guidance in Platoon School Library Emeroi Stacy, teacher-librarian, Buckman school, Portland, Oregon

(Concluded)

The work of the platoon school library divides itself into three parts: *first*, teaching an appreciation of good literature, acquaintanceship with the best authors, developing high standards, creating permanent tastes and habits, and stimulating the imagination and appreciative enjoyment; *second*, the correlation of the library with other subjects, history, geography, nature, etc., making it a center of service in the building, and coöoperating with pupils and teachers; *third*, knowledge of the usability of a library, classification of books, use of the card-catalog, dictionary, encyclopedia, library tools of all kinds, etc. Many of the classes come to the library for lessons twice a week, some but once. Classes coming twice a week usually have a literature lesson the first visit, and a reference lesson or library lesson the second. Classes coming once a week usually alternate the literature and library lessons. All classes should come *twice a week*, especially the fourth, fifth, and sixth grades, for the habit of reading and the cultivation of tastes and standards is formed, to a great extent, between the ages of nine and twelve years. The legendary books do not receive the attention they should because the intermediate grades come to the library but once a week. The ordinary seventh grader is thru with the legends and mythology—he wants life as it is today. Boys, especially, consider legends too childish for the seventh grade pupil. The class period is 40 minutes, but subject to interruption, because library work is considered a *minor subject*.

Books and authors suitable to the grade are discussed in the literature period by teacher and pupils; and a variety of methods is used. The work must not be too formalized, nor a serious

task made of what should be a pleasure, for much of the guidance in literary appreciation with children is a mere matter of *contagion*. This does not mean that the lessons are not approached in a systematic way and with preparation, but that formality must be avoided. When Mark Twain is introduced to a sixth grade, it is usually Mark Twain day, with pictures, illustrations, book jackets, and quotations, and the author's books and biography in evidence. The teacher or pupil gives a three-minute talk on Mark Twain, using Paine's Boy's life of Mark Twain as a basis. Twain anecdotes are told, and interesting incidents from Tom Sawyer, Huckleberry Finn, and The Prince and the pauper, are given, not too much, but enough to make everyone wish to read the books and biography of so entertaining an author. A discussion follows on the value of the books and the writer's rank as an author. Other titles, suitable for the grade, by the same author, and other biographies should be mentioned. At a later date more complete book reviews will, of course, be given, and perhaps, an interesting part will be dramatized by pupils who enjoy dramatization. All the best authors should be introduced in some enjoyable way, making them stand out as writers of worth. Character sketches always entertain children, and work out very well with authors like Dickens, whose characters are individualistic. Children enjoy the eccentric good-nature of Sam Weller, laugh heartily over the love affairs of Barkis and Peggotty, sympathize with David Copperfield's treatment at the hands of his cruel step-father, despise Scrooge, delight in the Cratchitts, and a love for Dickens is aroused. Scott and Shakespeare are authors whose works can be presented thru character sketches, also. Other authors, like Stevenson, Masefield and Bennett can best be presented thru plot interest.

The theme of a book is often a good approach to its introduction, and ethical lessons may be taught in this way without any preaching. Heroism, the most attractive characteristic to the average growing boy and girl, is the theme of many a good book, and one incident illustrating this theme makes the book and author popular. In Pyle's Men of iron, with its picture of the school of knighthood, are incidents showing the need of professional training. In The Talisman, with its unforgettable scene between Richard and his enemy, Saladin, the lesson of courtesy is taught. From The Musketeers, with its motto, "All for one—one for all!" comes the thot of loyalty and coöperation. Lives of Livingstone, Stanley, Captain Scott, and others show quiet devotion to duty. Secret garden teaches that a healthy body helps to make a healthy mind. Biography is, undoubtedly, the finest method of teaching service, usefulness, perseverance, and ethical character. The humble beginnings of Abraham Lincoln, and Thomas Edison, their honesty and perseverance; the devotion to service of Joan of Arc, Wilfred Grenfell, and Florence Nightingale; the heroism in every day life of Helen Keller; the courage and determination of Columbus and Frances Willard; and all the characteristics of the great people which made them able to overcome obstacles, have the greatest effect and influence on growing children. They realize that these great people were once boys and girls like themselves, and that their accomplishment and success were due to some driving force arising from nobility of character, together with determination and perseverance. "While reading of the great, we are that moment great ourselves."

The impressionable growing child sees himself in every heroic character of biography and fiction, just as the interested reader of the King Arthur stories: With flat, soiled palm and baseball fingers spread, He bent to his book and pushed the pages back, And, as he read, surrounding walls grew dim— The startled pages quivered, rustled, cracked!

Soon he looked up with a far-travelled glance—

His head held high and fearlessly. The air Was black with battle, crash of sword on lance!

A knight came thundering at the very portals there—

It was himself! He every traitor spurned! It was HIMSELF! He victory's nectar sipped, Rescued the fair distressed, slew, ravaged, burned!

Books are reviewed in various ways: written book reviews, short book talks, author talks, incident book reviews when the most enjoyable part is told, regular outlined reviews, monologues when the reviewer dresses the part of the hero or heroine and talks in first person, community reviews when two or more report on different parts of the same book, characterizations when one pupil gives the introduction and setting of the story and other pupils dramatize a popular part. In all reviews, the pupil is expected to have formed an opinion of the rank of the author, what the author tried to accomplish in writing the book, whether it was worth doing, and if the author did well what he planned. By the time a pupil reaches the eighth grade, he has a very good idea of the best authors, their most important works, their biographies, and has formed a standard in his own mind of what really constitutes good literature.

The story method and unfinished book review are best with the lower grades. One good story told from a book that is a collection of stories, or the first part of the book well told by the teacher if the book is one story, is the only advertisement needed for wholesale reading. Even the little ones give reviews of their books, understand why the book is thot to be good, know the author's name, and if he is considered a good author. They take great pride in knowing the titles of the books they read and the author's names. Not only the children are educated in good-book knowledge, but the parents and relatives, also. One fifth grade boy said: "My aunt gave me 'Peck's bad boy' for Christmas last year, but I never read it. She didn't know any better 'cause they haven't a Platoon library where she lives. I sent her a good book list this year, for I want to own all the

good books by the best authors." The children, in all grades, are encouraged to start a good-book book-shelf or bookcase of their own, the beginning of a permanent life library.

In order to promote the reading of good literature and correlate the library with the other subjects, many good book lists are required, and they must be available in quantities at all times. The Public library gives the platoon school library three very good book lists: What to read before high school, Magic gateways, and Favorites, old and new—a book-ladder series for all grades. Besides these, Buckman school has many lists: fiction and non-fiction lists for every grade, history lists, geography and travel, classics, poetry, biography, stories of the sea, animal stories, circus stories, lists of books on birds, trees, outdoor sports, aviation, fine arts, useful arts, historical fiction linking literature with history in all periods studied in the grades, Indian stories, etc. It is easy for the teacher to go to the shelf and select a good book for the pupil, but no initiative is developed in the pupil if this method is followed. A variety of lists is necessary to correlate with other subjects, and also "to suit the bait to the fish." When a boy has read nothing but Wild West magazines, he will not plunge into Ivanhoe at once with any zest. His line of least resistance to good literature must be found, and often it is thru Indian stories or stories of the sea or even cowboy stories that we are able to begin his upward progress.

Tho, usually, every pupil is expected to read at least two good books every month, one being non-fiction of some kind, with an occasional book review, no hard and fixed line can always be followed. Many pupils do far more than is expected of them, hand in numerous reviews, and are eager to give oral book reports and talks. The purpose is to make the child want to read good literature, so persuasion rather than coercion is the usual plan with the new pupil who thinks he does not like to read good books. The most interesting part of the work lies in the conquest of these pupils who think they despise good literature,

and awake to the fact that they are hungering for it. Any platoon library teacher can tell you of many instances of this kind.

An eighth grade boy who had spent most of his life in Homes and the Reform school proved a hard problem. For four weeks, he listened with evident interest to book talks and reviews, but he met every advance by saying he had never read a book and he did not intend to; that he liked the Wild West magazines, and that they were good enough for him. One day, his conquest began when he heard a short review of Du-Chaillu's Wild life under the equator. If the book had been offered to him, he probably would not have taken it, but his interest made him ask for it. In three days time, he brought the book back, volunteered to give a book talk on it, and asked for other books by the same author. From that time on, he devoted himself to reading books of travel, biography of explorers and discoverers, and lives of early pioneers.

Another boy evaded reading for three weeks. I tried him on every kind of story and non-fiction, fully believing I would find his "bent" some day. While reading Masefield's poems of the sea one day, I noticed his close attention, and knew that I "had" him, but was not sure whether his interest lay in the sea or the poetry. I gave him a list of good sea stories, mentioning several that were very good, to be met with the same: "I don't like that kind of a book," which had greeted my efforts for days. I found it was the rhyme that he liked, started him out on Helen Fish's Boy's book of verse, and discovered in him the only case I have ever known of a boy who wanted to read nothing but poetry; and he had not known it at all. For four months he read and re-read everything in the library in the poetical line, and later became interested in the Iliad and the Odyssey, the King Arthur stories, and, in fact, legendary and mythological literature of every kind. His mother, who had refused to allow the children to bring a book into the house, was won also, and later said that she wished she

owned every book in the Buckman library.

An eighth grade girl who had never read anything but the cheapest, most sensational adult novels, was won by the story of Amy Robsart in Kenilworth. The approach is easy to understand. The book was beyond her at first and I had to explain the background and many things in the book to her. She then read the Bride of Lammermoor, and, when puzzled and beyond her depth, came for assistance. Her perseverance was wonderful, but it was because of the idealized purity, nobility and heroism of the hero and heroines. She was fascinated by it, and read nothing but Scott for five months, reading nine volumes in all. She then began Dickens, and when she graduated was the most ardent Scott and Dickens enthusiast I have ever known in the grades. The book revolutionized her conduct, and from being a most troublesome problem, she became an interested, pleasing personality, in the library, at least.

Any child may be reached thru his line of interests. Aviation, electricity, ship-building, carpentry, gardening, inventions and inventors, men who do things, useful arts of all kinds, have an attraction for most boys of the seventh and eighth grades, the majority of whom, at this age, are "sons of Martha." A group of Buckman school eighth grade boys, who plan attending Benson polytechnic school next term, have worked for five months on projects in line with their work at Benson, reading correlative books. Sixty-five boys have joined an airplane model club. They are all reading material on aviators and aviation, and several have made small airplane models. Two boys, greatly interested in the sea, spent six months reading material on famous sea captains from Drake to the present day, later giving a most enjoyable report of their work.

During the reference and library period, pupils are taught the classification of books, the use of the card-catalog, and how to use to good advantage books of reference. During

this period, the work correlates with the other subjects, history, geography, etc., and many topics are looked up to be recited later in another room. This adds much to the interest in both library and classroom lessons, and is a most valuable experience.

Twenty minutes are allowed weekly in class-time for the pupils to browse around the library when the class comes twice a week; every other week, when the class comes but once. The pupil acts on his own initiative during this time, and it is then that the teacher has opportunity for individual work, discovers the pupils' interests, and endeavors to advise and guide. The pupil may choose to look up some history reference in the encyclopedia, or read about a certain bird or tree. He may wish to look up an author, or plan a book review, or choose a suitable book for review. If he prefers, he may read anything he finds enjoyable. The plan is to create "the inquiring mind." Pupils are expected to be watching out for points continually which need further enlightenment. One boy had heard the preacher refer to Charlemagne in a Sunday sermon, so he spent the entire 20 minutes reading about Charlemagne in the encyclopedia and a history of the world. A girl spent her 20 minutes on rhetoric, in an endeavor to discover whether "more pleasant" or "pleasanter" was correct. She spent a profitable 20 minutes for she discovered the purpose and possibilities of rhetoric; that a word might be correct, and yet not be the best choice of English. Pupils often work together in small groups, and follow their research with profitable discussion.

The *Literary Digest*, *Nature Magazine*, *National Geographic Magazine*, *Popular Mechanics*, *Science and Invention*, *Popular Science Monthly*, *St. Nicholas Magazine*, *World's Work*, *Mentor*, *Asia*, *Travel*, *Japan*, *Current Events*, are among the magazines subscribed for by the school or contributed by patrons. The children enjoy these magazines greatly, and the constant use of them certainly forms worthwhile habits, tastes and standards of permanent value.

Puzzles, book-character riddles, crossword puzzles based on authors' names and book titles add to the interest, and review the work. A book review digest, called *The Piper*, made on the mimeograph, which is printed semi-occasionally, has proved very popular. The pupils contribute the editorials, book reviews, and news items which appear in it, and take great pride in seeing their work appear in print. Originality and naturalness count most when work for *The Piper* is being considered.

Summing the matter up, the platoon school library is "the library classroom," where children learn to love and enjoy good books. Its aims are:

- 1) To train children to read that which is worth while.
- 2) To teach a real love of good books.
- 3) To create high standards of discrimination in reading.
- 4) To get pupils to value and enjoy high and noble thoughts.
- 5) To create an understanding and sympathy for human nature.
- 6) To cultivate the inquiring mind, forming a habit that will last thru life.
- 7) To make pupils self-educative, eager to develop their abilities.
- 8) To supplement school studies by the use of correlative books.
- 9) To create tastes, habits and standards that will carry over into maturer years.
- 10) To teach children how to use any library and library tools easily and effectively, and to know how and where to find knowledge as it is needed.

The power and benefit of the platoon school library is limited only by the ability of the one directing it "to grasp the importance of the task," and by the cooperation of the school authorities and the public library.

List of Books for High-School Libraries

After many years of alternating hope and discouragement, the List of books for high-school libraries of Cali-

fornia is ready for distribution by the California School Library association—Southern section in Los Angeles.

The California list contains titles of about 4100 books on the subjects usually taught in a large high school and also includes many books for recreational reading. The committee has tried to make the selection varied and comprehensive enough to offer practical help to schools of different sizes and types and to schools that vary in amount available for books. Some expensive books are included which few high schools can afford to buy, but librarians may be glad to know of them and to borrow them from state, county or public library. Not infrequently a book that seems expensive on first consideration justifies its purchase by its unique value and constant use. In order to offer a briefer list from which books may be selected for a new library or a small school, about 1300 titles have been starred. Special attention has been given to western subjects, tho without neglecting the larger aspects of any field. The list is up-to-date, being brought down to the spring of 1928 by the revision committee, as well as being a most excellent buying list.

We are likely "to under-rate the importance of *seeking* for the best definition of each cardinal term, and to over-rate the importance of *finding* it."—H. Sidgwick, *Princ. of pol. econ.*, p. 49.

The real history of the human race is the history of tendencies which are perceived by the mind, and not of events which are discovered by the senses.—Buckle.

John Bunyan lived sixty years, a small matter in comparison with being the author of *Pilgrim's progress*.

The library is the first step in discovery.—Jacques Loeb.

Once in a generation the city is re-peopled from the rural districts. The future welfare of our cities, therefore, depends upon the high-type rural communities to furnish the right sort of leadership.

Examples of leaders worth following are sadly needed.

Teaching the Use of the Library in High School

The organized and well conducted high-school library is not a collection of books admirably selected, classified, cataloged and arranged on the shelves without any further personal contribution in instruction or use. That the number of students who are coming into the high school already intelligent with regard to the organization and arrangement of school libraries is growing larger every year is a matter for some congratulation but not a matter for entire satisfaction. Until a recognition of a knowledge of the use of books among students has become more widespread than at present it will be necessary to continue to labor with material conditions in the high-school library to some degree, even tho under worse circumstances. The personal work of the librarian in introducing students to books, in making them really acquainted not so much with their contents as with their value as tools for later study, will remain a part of the duties of the high-school librarian.

It seems as if it might be a helpful thing at the beginning of the school year to point out some things to high-school librarians, particularly in those parts of the country where the regulation, well-developed high-school library is one of the things hoped for but of which small evidence is seen. In those high schools where the library is on a par with the other departments of the school, where the librarian is considered a teaching factor of the faculty, there will still be room for service to many students who are unacquainted with even the phraseology of the high-school library, and the sooner the leadings toward better knowledge of these things are instituted, the sooner the library will render effective service to high-school students.

The best high schools, even in small communities, are coming to recognize the value of an actual librarian. Sometimes it is not possible to secure one who is always librarian and not a teacher. It is becoming more apparent in the onward sweep of the increasing study of books that the situation of having an

intelligent teacher who is acquainted with subjects act as the librarian is better than to have a librarian who is not *actually a teacher*. Without dwelling on this point further, it might be said without dispute that where an actually trained librarian who *is* a teacher is not available, the teacher in English, who knows and loves books in themselves, who is acquainted with the contacts that may be made between books of all classes and who realizes the opportunities and handicaps in the use of books in various departments of the school, will be the best equipped of all the teachers to take charge of the library.

A high-school library, with or without a librarian, is a tremendously busy place trying to meet the needs of the various departments and the demands of the teachers. There must be a place and time arranged for the study of the library itself, somewhere and sometime in the day's work when the whole subject of attention is "the library." If possible, this instruction should be given in the library itself, and for that reason the time should be arranged so that the fewest number of students may be inconvenienced by the process of teaching "the library." It is generally conceded that the instruction should be given to the freshmen entering high school whether anything is done elsewhere or not. Of course, if the senior classes in the high school have not had the advantage of library instruction, some provision should be made for them but the first concern is introducing properly and effectively the freshman student to the books in the library with which it is quite as necessary that he make full and proper contact and connection as that he should learn any rule or theorem or proposition that may be offered in any department. Perhaps it is not too much to say that the proper contact made here will be half the battle in learning anything elsewhere.

Since the material at hand will be convenient for illustration and examination and reference, some part of the library should serve the high-school students as the lesson ground. It must be remembered that the motive in this is to

acquaint the students with the library as a vital school concomitant which should become a general life-long laboratory afterwards, but at this time the books and other material in the library should be looked upon as tools and apparatus with which it is necessary and advantageous to have a working acquaintance. Of course, the larger the high school and the better preparation made for library service within it, the less necessary it will be to dwell at much length on the general introduction to the library, particularly where the point of development has ascended to any considerable degree. A good school library will have a number of well known publications (Certain, Wood, Power, Olcott and others) at hand for further instruction.

It may be presumed that the study of note-taking has been introduced in some part of the school curriculum, but even so, the kind of note-taking that belongs in a library leaves much to be learned before it is worthy of the name. Librarians of all kinds are familiar with note-taking which means copying verbatim from the books which may or may not contain what is wanted, even in university libraries. So that one of the first steps in the course is a lesson on note-taking, from printed information, what it really is and what it is not, how it should be arranged, preparation for it, material, diagrams, various uses that can be made of the knowledge that has been gained in the English or some other class brought over into the use of library material.

It might be said that one of the valuable ideas to be inculcated in instruction in use of a library is that the use of the library is not a new thing but is in many ways making use of what has already been learned and of making more effective the knowledge, because of its organization, that has been accumulated in desultory readings and everyday experience in the whole period of the previous school life.

The question of notebooks, note-slips and cards is one that should be presented in its fullness and, moreover, there should be much latitude in deci-

sions as to choice of how to do this from the point of view of library use rather than in the methods that may be pursued. The main point to keep in view is to acquire a system by which the student can understand what he is doing, why he is doing it, its present value and its relation to all his future study. If the student has taken notes or lectures before or if he has made reports of any kind, it will be found that his understanding of what the librarian wishes to give will be very much wider and more effective than if he has not had such training. It should be born in mind all the time that the point to be obtained is an understanding of what the use of a library really means to him.

When this first lesson on note-taking is finished, it will be well to require from the students the notes which they have to offer on the lesson. These notes might be made from a rapid summary of the points and conclusions reached in presenting the lesson. As the lessons proceed, it will be possible to add much of interest and value to this form of them. It should be born in mind, however, that the aim of the lesson is always to create understanding that will preserve and increase itself because of the new vision of the use of books which each lesson produces.

In this matter of note-taking, there may be a preliminary study, an introduction, at least, to the use of reference books and here is one of the important points in teaching the use of the library to high-school students unacquainted with the process. While much discussion of it will be confusing, enough review should be made by the librarian, in preparation for later talks, to give the pupils such an understanding of what is proposed that they will come to another lesson with keen understanding that will go far towards repaying the librarian for her efforts in the matter. A few questions with regard to how one should look in a dictionary and what he will find there, why he should use an encyclopedia, why he should use an atlas, why he should use a handbook, etc., thru the various reference works, will give a point to the succeeding lessons.

News From the Field

The Jones library of Amherst, Mass., will be dedicated and open for use November 3.

A. C. Potter, graduate of Harvard in '89, has been appointed librarian at Harvard College to succeed William Coolidge Lane, resigned.

The report of the Public library of Medford, Massachusetts, records a steady increase in circulation and other uses of the library. A bulletin board has been set up in the First National Bank. Some 2000 new registrations were received and 3623 old registrations renewed; circulation, 115,957v. Seventeen picture exhibits were held in the library.

The corner stone of the Sterling Memorial library at Yale University was laid in the afternoon, October 12. Eminent guests were present, relatives and friends of the late John W. Sterling and library officers of Yale. The memorial address was delivered by Rev George H. Church of New York City, and responded to by President James R. Angell.

The report of the Public library of Somerville, Massachusetts, gives a review of the past 10 years' progress in that library under the administration of the present librarian, George H. Evans. Many interesting incidents are recorded. The home circulation has been more than four and a half million books and 80,334 persons have registered; 77,610v. have been added with a loss of 6753. Much of this latter has come from use. A number of bequests during that time are recorded.

The annual report of the John Carter Brown library, Providence, R. I., sets out the financial prosperity of the library where the income exceeds the outgo. Affairs within the library are all on about the same degree of success. The 35 pages forming the body of the report are full of interesting stories relating to various items of special value even in so rich a collec-

tion of historical material as that of this library. One reads it thru not as a report, but as fascinating recitals of the stories of the choice additions made to the collections in the John Carter Brown library.

Central Atlantic

Mary A. Johnson, Pratt '17, is in charge of reference and publicity in the Osterhout free library, Wilkes-Barre, Pa.

Mrs Francis A Bacon, Carnegie, '24, and Mrs Lucille L. Hosmer, Michigan, B. L. S., '28, have joined the staff of the Enoch Pratt free library, Baltimore, Md.

Jennie M. Flexner, W. R., '09, after many years on the staff of the Louisville public library, is now reader's adviser in the New York public library.

Minnie Rubin, W. R., '27, has returned from Palestine and is in the children's department of the New York public library.

Mary N. Baker, N. Y. S. '10, who was acting-superintendent of circulation in Seattle public library, has taken a position in the New York public library.

Dorothy Wightman, W. R., '21, has resigned from the Jennings County library, Indiana, to become librarian of the Thompkins County library, Ithaca, N. Y.

The annual report of the Public library of Jersey City, N. J., records funds on hand, \$233,716; expenditures, \$231,910. Of this, books consume \$29,488; binding, \$8774; heat and light, \$13,230; salaries, \$158,920.

Dorothy K. Cleaveland, Ill., B. L. S., '25, resigned the librarianship of the Northeastern State Teachers College, Tahlequah, Oklahoma, to spend the summer abroad; since her return she has accepted a position on the staff of the Enoch Pratt free library, Baltimore, Maryland.

The library of Teachers College, Columbia University, New York City, has received a gift of \$50,000 from the Carnegie Foundation to organize and enlarge its reference service. The

terms of the gift specify that the money is to be used only for the "re-organization and professionalization of the reference service."

The annual report of the Wilmington Institute Free library, Delaware, records books on the shelves, 137,556 v., from which there was a circulation of 601,225 v. thru 29 agencies in addition to the Central library, 4.7 circulation per capita. Borrowers registered, 27,201. A resumé of an interesting report on salaries of the library, some comparisons with other libraries and the A. L. A. recommendations make an interesting item. It is hoped that the report will be printed in its entirety. The juvenile department reports progressive action. Extensive work founding county library service has been developed in the past year.

Central

Amelia F. Brown, one of the founders of the Batavia, Ill., public library in 1869, died September 13.

Eugenia Raymond, the new librarian at Headquarters, was formerly in the circulation department at Dayton.

Maude Montgomery, Pratt '21, has been made assistant reference librarian in the Hill reference library, St. Paul, Minn.

Marjorie Zinkie, formerly librarian at Headquarters, is now at the University of Michigan taking her second year of library work.

Anita M. Hostetler, formerly on the A. L. A. Curriculum Study staff, is now at Headquarters as executive assistant to the Board of education for librarianship.

Thelma T. Thornsburgh, Ill., '28, and for several years on the staff of the University library, was married, August 14, 1928, to Garth O. Greer of Champaign.

Lucile McDonough, librarian of the Public library at Houghton, Mich., has resigned. Marie Manderfield, for eight years assistant-librarian, has been chosen to succeed Miss McDonough.

Gayle D. Clark, Ill., '25-'26, recently on the staff of the Public library, Los

Angeles, California, has accepted the headship of the circulation department, Public library, Wichita, Kansas.

A memorial library to cost \$100,000 will be a gift of the widow of Judge Thomas S. Buckham to the city of Faribault, Minn. The city commissioners have voted the acceptance of the gift and will maintain the library.

The Public library, Belleville, Ill., has received a fund of \$1,680, interest of which is to be used for the purchase of books as a memorial endowment for Peter M. and Elise Romeiser by their children.

Ellen Stocker, connected with the Public library of Muscatine, Ia., since 1902, has resigned. Miss Stocker has been librarian for 14 years, advancing thru promotion in her years of service.

Arthur H. Cunningham, for 38 years librarian of the Indiana State Normal School at Terre Haute, has resigned his position.

Georgie G. McAfee, librarian, Public library, Lima, Ohio, has been appointed chairman of the committee on library extension for the General Federation of Women's Clubs.

Gladys V. Baker, Ill., B. L. S., '24, resigned her position in the catalog department at University of Minnesota, to accept that of assistant, reference department, Kansas State Agricultural College, Manhattan.

Lois M. Fawcett, Pratt '24, formerly associate librarian in the Teachers' College library at Mankato, Minn., has been appointed reference librarian in the Minnesota Historical Society at St. Paul.

Mae C. Hessler, Ill., '24-'25, resigned as assistant, reference department, Creighton University library, Omaha, Nebraska, and has been appointed an assistant on the staff of the General library division, Illinois state library, Springfield.

A gift of \$1,000 to be used as a nucleus for a medical library fund, has

been deposited in trust for the Toledo Academy of Medicine. The money is given by children of the late Dr William Cherry and will form what is to be known as the William Cherry Fund, to be used in purchasing needed medical books.

The report of the Public library of Fort Wayne and Allen county records a circulation of 853,530v. in Fort Wayne and 122,685v. thruout the county, making a total of 976,215v. Of these, more than half were lent to children. Registered borrowers, city and county, 55,778. There are 280 agencies giving library service.

Mrs Emma R. N. Bogle, mother of Miss S. C. N. Bogle, assistant-secretary of A. L. A. at Headquarters, Chicago, died October 17.

Mrs Bogle was well-known in the library circles of Philadelphia and was a great favorite with the library groups in Pittsburgh when her daughter was located there. She had been ill for several years before she died.

The last annual report of the Public library of Indianapolis records books lent for home use, 2,230,128; population served, 374,300; tax levy, 6c. on each \$100; number of agencies, 161; books on the shelves, 490,074; registered borrowers, 113,027, 30 per cent of the population; value of gifts of the year, \$14,024; maintenance per capita, \$1; total expenditure, \$405,491, including \$26,588 extraordinary expense.

The report of the Public library of Cedar Rapids, Iowa, records: Number of books, 61,163; circulation, 341,064v., 6v. per capita; volumes issued from the school library collection, 84,192v.; cards in force, 18,552; receipts, \$34,749; expenditures, \$34,749, with a balance of nine cents. The library stations are taxed heavily in accommodations and in the short hours. Extension in this department is needed.

The sixth annual report of the Public library of Royal Oak, Michigan, reviews the growth of the city and the service of the library to it. Mention is made of the new and enlarged quarters recently

acquired, which makes the work more effective and interesting. The work with schools has been especially satisfactory. Statistics show: Receipts, \$28,322; books on shelves, 18,425; circulation, 161,619v., 9v. per capita; card holders, 8077; population served, 44 per cent; readers and students, 44,834.

The report of the Public library of Lima, Ohio, 1927, announces a circulation of 205,533 v. with 30,000 v. on the shelves; the 3,033 new borrowers bring the total registered card holders to 14,680—one-third of the population. Twenty-three clubs filed their programs with the reference librarian for which reference material was found. The classroom collections served 14 city schools. Extension work was carried on thru three community stations, two hospitals, and two other centers.

The Jennie D. Hayner library, Alton, Ill., has been celebrating, in commemoration of its 76 years of public service. Many generous gifts have been bestowed on the library thru these long years in addition to the splendid endowment given with the building by the original donor, John E. Hayner, as a memorial to his wife. In deference to a wish of Mr Hayner, the board has always been composed entirely of women. The library has had but three librarians since 1892: Florence Dolbee, 1892-1913; succeeded by her sister, Harriet Dolbee, who resigned in 1925. Mrs Jane W. Bassett is the present librarian.

The Public library of Milwaukee, Wis., has opened a department of what is said to be one of the finest music libraries in the country, exceeding in completeness and quality most of similar collections. The Milwaukee public library has much material on music, and it has been recently re-organized. The task of selecting and assembling the music literature was performed by Miss Martha Horner, head of the art room, and the classification and cataloging of the material was done by Miss Martha Podlasky.

It has taken two and a half years of work to arrange the material, which

numbers, 37,000 songs, 2,800 printed texts on music and musicians, and 725 music scores.

The fifty-seventh report of the Public library, Grand Rapids, Mich., opens with a review of the progress of the library in the last 25 years. The growth and development are illustrated by graphs: value of property, 1903, \$119,234.00—1928, \$1,351,821.27; books in library, 1903, 62,234—1928, 290,615; home use, 1903, 195,155—1928, 984,755; readers in reading rooms, 1903, 25,533—1928, 914,746; use—all records, 1903, 221,129—1928, 2,015,416.

The increased work of the library this year was the largest in its history: 984,751 v. issued for home use, an increase of over 100,000; 914,760 readers in the libraries, an increase of over 125,000; expenditures, \$198,547, of which \$6,744 was for permanent property. The balance was for the operating expenses of the library.

The recent report of the Public library, Dayton, Ohio, is largely devoted to a memorial of the late librarian, Electra C. Doren. Mr Rice, the present librarian and author of the report, reviews what was largely Miss Doren's work, building up the library collection from 36,000 volumes to 185,000 with the enlargement of the staff and a valuable place for the library in the civic work of the city. The report on the work of 1926-27, the first year of Mr Rice's service, covered the opening of two new branches and an enlargement of the main library so that the Dayton public library and museum may have enlarged quarters. There was an addition of over 30,000 v. to the stock of the library and circulation reached 651,336 v. The goal of a new building is brought forward in view of the great need for more extensive quarters.

The report of the Public library, South Bend, Indiana, records: Books on shelves, 83,678; new borrowers registered, 9651; total use of the library by 26 per cent of the population; circulation, 585,409 v., an increase of 60,127 v. for the year. The new branch

opened during the year was named for the late librarian, Virginia M. Tutt. The activities of the library have more than justified the work done. Five fire stations, one bank and one hospital have received collections of books. Books, exhibits in the library, placards giving information concerning the library, were placed in various parts of the town, also lists of books.

The report of the Public library of Kalamazoo, Michigan, records: Books on the shelves, 87,690; circulation, 445,434 v., eight per capita; registration, 24,320; population, 55,500; staff, 23 full time workers, part time to the equivalent of 10 more. Report of the art and visual education work records a loan of 177,266 pictures; 21,352 lantern slides, and 504 collections of objects. Special activities included the opening of a new branch library and two sub-branches, the moving and organization of the museum collection to the new library house recently purchased, the shelving of the old museum room and transfer and arrangement of the reference collection therein. Expenses, \$70,696—57 per cent of this for salaries, 20 per cent for books, etc., and 22 per cent for maintenance. The last decade has seen a growth of 17 per cent in population, the registration of borrowers has increased 163 per cent, and the circulation of books, 160 per cent.

The year's accretion by the library has been especially rich in gifts from various learned societies and from industrial organizations. A noteworthy gift was a classified collection of many thousands of medical reprints, separates and excerpts formed by Dr G. H. Galloway, of Roswell, N. M. The collection has grown out of an active medical scientist's personal study and research. They are arranged by himself with great exactness on the same system used in the Crerar library, so it forms at once an organic part of its collection.

Wil Hutchinson, Pratt '23, has been appointed librarian of the Public library at Sedalia, Mo.

Virginia Satterfield, Col., '28, has been appointed librarian of the Training School library, North Carolina College for Women.

Ruby Wilkerson, in charge of the engineering library of the University of Tennessee, resigned to be married to Everett D. Phillips of Chicago.

Helen Harris, N. Y. S., Helen Northup, N. Y. S. and Sarah Currell, Col., have been appointed to the library staff of the University of Tennessee.

Olive Moncrief, for some time connected with the Michigan State College library, has returned to Mississippi to become librarian of the Public library of Laurel.

James R. Gulledge, Ill., '19-'20, has been appointed librarian of the Mississippi Agricultural and Mechanical College, vice T. Whitman Davis, Ill., summers of '27 and '28, who resigned to accept the librarianship of the University of Mississippi.

The annual report of the Public library, Raton, N. M., records circulation of books, 31,857; books on the shelves, 10,172; borrowers' cards in force, 3,400; 5.7 books per capita circulated; 60 per cent of the population have library cards; 80 cents per capita expended for library service.

The Public library of Birmingham, Alabama, reports a circulation of 1,021,514v. for the fiscal year ending August 31. Of these, 935,565 were circulated in the city proper, and 85,949 in the county department.

There are 149,974 books belonging to the city collection and 18,452 to the county. In Birmingham 69,626 persons hold membership cards, and 62 stations are operated in the county.

The annual report of the Public library of Louisville, Ky., shows an increase in all departments of the main library and the branches. The report suggests that a new wing be added to the main library. Increased appropriations to take care of salaries, new books and replacements are also asked.

The circulation of books was 1,473,-703v. thru 510 centers. No account was taken of the reference and reading in the buildings. Books on the shelves, 287,973v. Total borrowers registered, 62,389. This does not include children using the books in the schools. The circulation of the children's books was 40.9 per cent of the total circulation. There are 17 branch libraries, including seven high schools and one normal school in Louisville.

There are 94 centers for the circulation of books for home use in 44 buildings in Louisville and Jefferson County for colored readers, an increase of nine over the past year. The circulation was 10.1 per cent of the total circulation.

The second biennial report of the Free Library Service bureau for the state of Arkansas has some interesting items. The traveling libraries have distributed 4015v. in 169 shipments, besides much free material sent out for publicity and information. Much visiting, conference and organization work has been done while the preparation of buying lists for the smaller high school has met with considerable favor. A library law permitting county libraries was granted by the legislature. Another item of library interest was the law permitting cities to vote bonds for public improvements.

Extension in various library buildings has been notable. Library exhibits have been placed each year at state fairs.

Nearly \$15,000 has been received in gifts for various library purposes. The flood brought two gifts from outside the state. Of the money allotted for flood relief by the Carnegie Corporation, \$700 was given to Arkansas to be administered by the Library Service bureau. The Junior Red Cross gave 125 school libraries to schools that suffered losses. The national Alpha Epsilon Phi sorority provided a gift for an annual book fund which will amount to \$2000 a year for traveling libraries. It is to be administered by the Library Service bureau.

Pacific Coast

Jessie M. Choate, Pratt '28, is librarian of the Malheur County library, Oregon.

Irene Branham, W. R., '21, is now in charge of children's work in Kern County free library, Bakersville, Calif.

Lilian Sabin, Pratt '18, has been appointed librarian of the San Luis Obispo County free library, Calif.

Annie H. Calhoun, head of the Fine Arts division of the Public library, Seattle, is spending several months in the art centers of Europe.

Susan T. Smith, formerly librarian of Public library, Sacramento, Calif., has been appointed librarian of the Public library, Berkeley, Calif.

Cecile Evans, Pratt '23, is in charge of elementary school library and teacher of children's literature in the State normal school at Bellingham, Wash.

Dorothy Nelson, for three and a half years assistant in the office of LIBRARIES, Chicago, resigned October 1 to join her family in a removal to Los Angeles, Calif.

New members of the staff of the Library Association of Portland are as follows:

Mary Blossom and Margaret Hincks, Pratt; Freda Moss Signor, Wis.; Shirley Brust, Helen Jean Randall, Vida Jones, Elizabeth Strand and Eleanor Anderson, Wash.; Barbara Dixon Ewell, Pitts.; Marion Herr and Ellen O'Connor Wolfe, W. R.; Louise H. Andrews, Des Moines public library and Dorothy Dixon from Pacific University.

The following changes in the staff of the Public library, Seattle, are noted:

Helen V. Aldrich, W. R. '26, recently in the Providence public library, children's librarian of the Fremont branch.

Sonja Wennerblad, Wis. '17, Greenwood-Phinney and Rainier Beach branches.

Helen H. Darsie, St. L., the Technology division.

Catherine E. Dorris, Wash. '28, in the branch department.

Mrs. Josephine Harlocker, W. R. '24, in the stations division.

Sarah Virginia Lewis, Wis., has returned to head of circulation.

Thelma Martin, W. R. '24, librarian of Green Lake branch.

Patricia Martincevic, Wash. '28, assistant in Green Lake branch.

Marie Merrill, W. R. '27, in Art division.

Mrs. Mildred Miller, Ill. '22, librarian of the Greenwood-Phinney branch.

Ruth R. Russell, Wash. '24, and W. R. '28, assistant-children's librarian at Central.

Marjorie Sing, Wash. '20, assistant.

Millicent Spencer, W. R. '28, librarian of Columbia branch.

The students of 1928 in the Los Angeles library school have received appointment as follows:

Amanda Browning, librarian, Public library, Burlington, N. C.

Mary Fraites, Chesterine Gladstone, Jean Gordon, Ora Neely, Los Angeles public library system.

Marie Grassie, assistant, Pasadena public library.

Maude Klasgye, assistant, Long Beach public library.

Lucille Steed, librarian, Elementary School libraries, Santa Monica.

Helen O'Conor, L. A. '24, children's librarian, stations department, Hawaii, Honolulu.

Gertrude Gehman, L. A. '22, supervisor of Elementary School libraries, Fullerton.

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Canada

Bertha Bassam, Pratt '23, formerly of the catalog department at Columbia University library, has been appointed teacher of cataloging, classification and book crafts in the Toronto library school.

Foreign

The thirty-ninth annual report of the Public library of Belfast, Ireland, has an unusual item in a decrease in circulation of 50,267v. of which 27,793v. was in the juvenile libraries. Card holders 30,762, with an additional 7943 student's tickets, a decrease for the year of 897. Use of reference books, 116,543v., exclusive of open shelf material. Lending room issued 268,432v. The Central newsroom received an average of 2958 visitors. A very interesting item is the list of occupations and the number of borrowers in each.

The library has received from the Carnegie trustees £1500, the first instalment of the sum of £5000 promised for new books and for school libraries specially. By arrangement with the Education committee, the latter will provide furniture and equipment and the library will organize the books for use. The books, 2900 are to be provided from the Carnegie funds.

Under the Czechoslovakian law, every town having a population of 10,000 must appoint a librarian. In smaller communities, a teacher who has acquired the librarian's technique by a special course in library work is appointed librarian. Inspection of all libraries is performed by some representative of the ministry of education. A fifth of all the books in all libraries must have instructive content. Larger towns are obliged to have a reading room of journals in the library and the greatest towns must have a local public library of musical composition.

In 1926 there were more than 5,000,000 books in the public libraries—one library for each 894 inhabitants, 44 books for each 100 persons. These libraries are financed by the communities paying 90 per cent and the state 10 per cent of the cost.

Reprints

Reprints have been made of the report, Encouragement of research, of the Committee of the American Library Institute appointed to investigate the extent of the efforts of librarians in the field of research. The report was submitted at a meeting of the Institute at West Baden last summer and by vote of the assembly was printed in October number of LIBRARIES. From this was reprinted a limited number of copies.

Important Religious Books 1927-1928

- Abbott, L. F.—Twelve great modernists Doubleday. \$3.50
- Baker, E. D.—Worship of the little child Cokesbury. 75c
- *Barton, Bruce—What can a man believe? Bobbs. \$2.50
- Beaven, A. W.—Putting the church on a full-time basis. Doubleday. \$2
- Bradford, Gamaliel—D. L. Moody; a worker in souls. Doran. \$3.50
- Burton, M. E.—New paths for old purposes. Missionary Education movement. \$1
- Case, S. J.—Jesus; a new biography. University of Chicago Press. \$3
- Cutten, G. B.—Speaking with tongues. Yale University Press. \$2.50
- *Darr, V. C.—Children's prayers, recorded by their mother. Pilgrim Press. \$1.25
- Dieffenbach, A. C.—Religious liberty. Morrow. \$1.50
- *Eddy, G. S.—Religion and social justice. Doran. \$1.50
- Foakes-Jackson, F. J.—Peter, prince of apostles. Doubleday. \$2.50
- *Fosdick, H. E.—Pilgrimage to Palestine. Macmillan. \$2.50
- Frazer, J. G.—Man, God and immortality. Macmillan. \$3.
- *Gilkey, C. W.—Present-day dilemmas in religion. Cokesbury. \$1.50
- Hooker, E. R.—How can local churches come together? Home Missions Council. 25c

Wanted—Library school graduate with some years of experience wishes position as assistant-librarian or department head. Address Librarian, 214 W Monroe St., Chicago.

Wanted—Book - Wagon supervisor, Township of Stuntz, Hibbing public library system. Work carried on by means of book truck. Graduate of library school required. Address Dorothy Hurlbert, Librarian, Hibbing public library, Hibbing, Minn.